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ABSTRACT

The first segment of this bulletin is a summary presentation of the Second Meeting of the Regional Intergovernmental Committee of the Major Project in the Field of Education and the Sixth Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning of the Member States in Latin America and the Caribbean (Bogota, Colombia, March 24-28, 1987). Participants noted that there are 44 million illiterate people in Latin America, which has a population of 253 million (1985), up from 163 million in 1970. Additional articles are provided in this document. In his presentation, "National Requirements of Educational Planners," Walter Garcia believes that Brazil's great size, plurality, and diversity of cultures require profound changes in policy making at the national level. Seventy-two percent of the population over 10 years of age have either never attended school or have not attended beyond the fourth grade. Because crowded conditions require double sessions, some students spend only 2.5 hours per day in school. Low salary incentives for teachers, inadequate training, and lack of professional status characterize the problems. Decentralization involving micro-planning is recommended, along with the coordination of public services and a higher level of technical competence of central planning. In "Audio-Visual Mass Education," J. Manuel Calvelo Rios suggests using audiovisual training as a means of educating rural peasants to provide them with needed information about natural resources, ecology, health, and housing. Program scripts would be developed in conjunction with the peasants' self-defined needs and views of the problems affecting them. Data are provided by Carol Baume from a research project, "Jamaica Nutrition Education Project," which incorporated basic nutrition concepts into a language arts program. The materials developed for the program have been field tested, and charts of the outcomes are included. Summaries of activities sponsored by OREALC (the Regional Office for Education in Latin America and the Caribbean) conclude the bulletin. (NL)

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bulletin

# THE MAJOR PROJECT IN THE FIELD OF EDUCATION

## In The Latin American and Caribbean Region

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The Major Project in the Field of Education in Latin America and the Caribbean has resulted from a consensus on the part of government representatives of the countries of the region concerning the necessity for a renewed, intensive and sustained effort to make good deficiencies and to meet unsatisfied basic educational needs between now and the year 2000, as a prerequisite for the development of those countries in line with objectives shared by all. In carrying out the necessary activities, each country's own efforts are to be seconded by inter-country, subregional, regional and international co-operation.

# THE MAJOR PROJECT IN THE FIELD OF EDUCATION

In Latin America and the Caribbean

## SUMMARY


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**BULLETIN 12**

**Santiago, Chile, April 1987**

• The publication of this bulletin has been made possible by the voluntary contribution of the Spanish Government to the activities of the Mayor Project in the Field of Education in Latin America and the Caribbean.

• The views expressed in the signed articles are those of their authors, and are not necessarily shared by UNESCO.

# PRESENTATION

*Between 24 March and 4 April last, Bogotá was transformed in center of discussion for future guidelines on educational policy for Latin America and the Caribbean.*

*The second meeting of the Intergovernmental Committee of the Major Project and the VI Conference of Ministers of Education allowed to bring together to the responsibles of the educational management of practically all Member States of the region. The results have been published by communication media and by the final reports of both meetings. Summarizing, it can be affirmed that the region's governments have ratified the objectives of the Major Project and have agreed in affirming that the nature of those objectives is fullfilled independently of the financial difficulties produced by the present crisis that affects the region. To eliminate illiteracy, to guarantee the universality of basic education and to improve the quality in teaching are pre requisites of intrinsic, equitative and dynamic growth processes.*

*The Committee of the Major Project also approved the Plan of Action for the 1987-1988 biennium, whose complete version is published in this Bulletin. This Plan is a tool of significant usefulness to orientate the regional, subregional and international cooperation actions, as those of national plans of action. Precise guidelines are found there that outstand the priority action areas in each one of the fields of the Major Project.*

*As well as the meeting approved a modification to the Committee's Rules that will alow a more sistematic functioning of its Board of Directors.*

*The meeting of Ministers ratified what had been acted and produced by the Major Project's committee and approved a Final Declaration -whose text is also reproduced in this Bulletin- where the firm and homogeneous*

*political will that exists nowadays in the Region is made evident over the objectives of the Major Project which are, in short, the objectives of a democratic educational policy.*

*This issue of the Bulletin is completed with the publication of three documents with relevant contributions about the Major Project. Walter García analyzes the problems of educational planning and administration in Brazil; M. Calvelo presents a work experience using modern technologies in Peruvian's rural areas and Carol Baume offers an evaluation of the Jamaica Nutrition education project.*

*Finally, the sections on informations and publications allow to appreciate the intensive rhythm of activities produced over the cooperation networks of the Major Project in Education.*

# SECOND MEETING OF THE REGIONAL INTER-GOBERNMENTAL COMMITTEE OF THE MAJOR PROJECT IN THE FIELD OF EDUCATION AND THE SIXTH REGIONAL CONFERENCE OF MINISTERS OF EDUCATION AND MINISTERS RESPONSIBLE FOR ECONOMIC PLANNING OF THE MEMBER STATES IN LATIN AMERICA AND THE CARIBBEAN

The intensification of efforts to reverse the present trend towards a reduction in spending and public investment for social purposes and the need for education policies to adopt as their strategic objective the achievement of equal opportunities - in terms both of access and of possibilities for continuing education - for children, young people and adults, were two important points in the recommendations made by the Second Meeting of the Regional Inter-governmental Committee of the Major Project in the Field of Education in Latin America and the Caribbean which was organized by UNESCO between 24-28 March 1987 in Bogota, Colombia.

During the four days of discussions, an assessment was made of the progress and difficulties arising from the application of the Recommendations of the Committee's First Meeting (Mexico, 5-9 November, 1984). It was agreed that the progressive consolidation of democratic governments in the region had helped to get educational objectives incorporated into the broader context of national development plans, and that within this framework, the Major Project had become a guiding force and catalyst for the integration of national education policies, in spite of the severe economic crisis affecting the region.

In relation to increasing the coverage of basic education- the first objective of the Major Project - it was agreed that the progress made allowed for moderate optimism. In initial education one can see a tendency towards an increase and improvement in integral care for pre-school children. In primary education it was found that despite the efforts made, 13% of the school-aged population of the region are still not covered by the education system. High repetition and drop-out rates seem to be being maintained, and it is estimated that twelve of the twenty-five countries are making a net loss of over 50% of their investment in primary education.

The Meeting also brought out the progress made in a significant number of countries over the past decade in the struggle to reduce illiteracy among young people and adults, which has brought the number of illiterate people in the region down to 17.3% of the population. Nevertheless, if drastic measures are not taken to reduce the absolute number of illiterates (44 million people), in the year 2000 10% of young people and adults will still be unable to read and write.

The national experts also analyzed the progress made in improving the quality and efficiency of education, and the positive results in relation to horizontal technical co-operation.

All the delegates present expressed their full support for improved sub-regional, regional and international co-operation to carry out the priority measures included in the Major Project. There was general consensus on the following points:

a) the importance of making greater and better use of existing national and international resources, mechanisms and co-operation agencies;

b) the need to take into account the changing context in which the Major Project operates;

c) the urgent need to maintain or increase the level of resources available for promoting co-operation; and

d) the key role played by UNESCO in co-operation to implement the objectives of the Major Project.

Special reference was made to the work of the REPLAD, REDALF and PICPEMCE networks in putting horizontal co-operation into practice.

Representatives and observers from a number of international, inter-governmental and non-governmental agencies expressed their interest in co-operating in the future development of the Major Project. This was the position of, among others, UNICEF; the Office of the United Nations High Commissioner for Refugees, UNHCR; the Organization of Ibero-American States for Education, Science and Culture, OIS; the Latin American Institute for Educational Communication, LAIEC; the International Federation of Catholic Universitites; etc.

For its part, the Spanish Government announced that its contributions to the Major Project would continue over the next five years and would be of about the same amount as those made over the past four years, or if possible will be increased.

## RECOMMENDATION ON PRIORITIES OF ACTION FOR THE PERIOD 1987-1989 UNDER THE MAJOR PROJECT IN THE FIELD OF EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

(Text of Section VIII of the Final Report)

"1. Considering the need for a general frame of reference for the development of the Major Project that, as well as ensuring continuity with the work carried out to date, specifies priorities for action in the near future,

2. Bearing in mind the content of the national documents submitted by Member States, the documentation prepared by the Secretariat of Unesco and, in particular, the discussions of this meeting on the progress made and the limitations and obstacles encountered in the course of past efforts at both the national and regional levels, to attain the objectives of the Major Project,

3. Reaffirming the support of Member States for the Major Project in the Field of Education in Latin America and the Caribbean and their commitment to its objectives,

The Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean, at its second meeting held in the city of Bogotá from 24 to 28 March 1987, unanimously adopts the following guidelines.

## I. GENERAL CONSIDERATIONS

1. The Committee was unanimous in recognizing that the efforts deployed and the progress made in the next four or five years will determine the degree to which Member States of the region are able to achieve the objectives of the Project before the end of the century. To succeed in this will require a renewal of the commitment and the political decision necessary for the structuring and adoption of national plans of action and the mobilization of the human and material resources essential to the task.

2. The Committee, though not unaware of the constraints imposed by the economic difficulties facing the countries of the region, considers that the objectives of the Major Project are priorities that should not be affected by present financial restrictions. The chances of making progress in the building of societies that are juster, better integrated and more capable of a concerted efffort to inject the necessary dynamism into the process of socio-economic, socio-political and socio-cultural development depend in large measure on the ability to overcome deficiencies and cater to the basic educational needs of the population that the Major Project seeks to satisfy.

3. At the same time, this situation calls for efforts to increase the internal efficiency of education systems themselves and to introduce innovations to overcome the dichotomy between growing educational needs and increasingly limited resources.

4. The basic character of these needs and socio-educational deficiencies and the inescapable necessity of attending to them can and should constitute a meeting point for -and a factor making for consensus among- the different political and social sectors of the countries of the region in view of education' s fundamental role, in the context of development policies and strategies, in overcoming poverty and deprivation.

5. While all sectors should contribute to the task of tackling systematicaly and as a matter of priority the educational shortcomings and needs affecting children, young people and adults belonging to disadvantaged population groups in urban and rural areas, it is clear that it is for the public sector to play the leading role of stimulating the initiatives and efforts of society as a whole. In this connection, the Committee is convinced that pertinent and effective educational action for the disadvantaged presupposes the need for educational action proper to be systematically and explicitly linked with action at the national, regional and local levels in such fields as nutrition, health care, housing and employment, backed up by, among other things, systematic programmes of family and community education. In this task, the private sector is called upon to make a greater and more systematic contribution.

6. With the aim of stepping up and ensuring the effectiveness of measures related to the objectives of the Major Project the Committee assigns considerable importance to the updating and effective implementation of National Plans of Action or equivalent documents, to the expansion and strengthening of the Co-operation Networks already established under the Regional Plan of Action for the Major Project, and to increased and better co-ordinated international co-operation.

## II. NATIONAL PLANS OF ACTION UNDER THE MAJOR PROJECT

7. During the 1982-1983 biennium virtually all the region's Member States drew up National Plans of Action or comparable documents. The extent to which these Plans of Action have actually been executed differs from country to country. Several years after that first exercise in planning national activities under the Major Project, the need is felt to review and update the National Plans of Action and the procedures used in preparing and implementing them in order to adapt them to changing conditions and ensure more effective participation by the principal agents, services and public and private institutions engaged in activities related to the objectives of the Major Project.

8. Just as important as the overall central and national planning process is that carried out in the various regions and districts of a given country (since it is there

that the Major Project's target population groups are located), the educational and social services with which those population groups will be provided and the actual communities that should play their part in the efforts to attain the objectives.

9. The Intergovernmental Regional Committee considers it necessary for an evaluation to be made of the forms of action taken, of what has been accomplished and of the main problems encountered during the first phase of the Major Project so that governments may prepare and adopt new National Plans of Action. These plans should embody realistic targets that are very precise with regard to time span and physical scope, indicating the strategies to be applied to achieve those targets, so that the Intergovernmental Regional Committee for the Major Project may take cognizance of the results of the process at its next meeting.

10. In view of the fact that the time span for the attainment of the objectives of the Major Project in the Field of Education, coincides with the remaining years of this century, it would be advisable for the activities in the National Plans of Action to span the same period, specifying medium and short-term intentions that would be revised in the light of periodic evaluations of achievements. A long-term perspective, in the context of national educational policies, is essential for the purpose of gauging the scope and diversity of the action to be taken and, especially, of ensuring that it is continuous, progressive and has the vital cumulative effect.

11. The Committee is aware that, within the overall framework of the objectives, target population groups and priorities unanimously defined for the Major Project, both the content of the National Plans of Action and the methods of reformulating and implementing them will vary according to the educational, socio-economic and socio-political situation in each country. It nevertheless feels called upon to set out certain guidelines it thinks generally applicable to the drafting of such plans.

i) Priority actions relating to the objective of the provision of schooling

12. The Committee urges Member States to pay particular attention, in their National Plans and in the specific strategies and projects developed for their compliment, to three features it considers crucial to the objective of ensuring that all children of school age receive a complete basic education of good quality: a) A drastic reduction of repetition, drop-out and failure; (b) a major effort to gradually achieve the objective of providing a minimum of eight to ten years' general education; and (c) a stepping up of pre-school education measures.

**a) A drastic reduction of repetition, drop-out and failure**

(i) The Committee associates itself with the widespread satisfaction existing in the region at the considerable expansion achieved by the education systems, in terms of increase in enrolment and rates of schooling in primary and basic education, in the face of existing financial limitations. It nevertheless expresses its deep concern at the persistently high percentages of repetition and drop-out. It is clear that unless repetition and drop-out rates in primary or basic education are considerably reduced it will not be possible to achieve either the objective of providing schooling for all the school-age population and of giving pupils a minimum of 8 to 10 years general education or that of eradicating illiteracy before the end of the century. This requires that policies and programmes of strategic action aimed at reducing repetition and drop-out rates in primary or basic education to acceptable levels should be drawn up as a matter of priority and within the shortest time possible.

(ii) The framing of these strategies should take into account the fact that the majority of those repeating or dropping out belong to socially or economically disadvantaged families from rural and deprived urban areas. It follows that while the problem of children from more privileged social groups with difficulties not arising from poor or disadvantaged backgrounds is not without importance the main focus of efforts in this regard should be on children living in circumstances

that militate more strongly against their remaining in and progressing within the school system.

(iii) As a point of departure for a definitive attack on the problem through a range of differentiated and appropriate strategies of action, the Committee considers it important that a distinction be made between the extrinsic causes and factors of repetition and dropping out, on which the education sector can exercise only a relative influence, and the intrinsic causes which can be remedied in the short term or eliminated completely. It is necessary for this purpose that relevant steps be taken to obtain accurate knowledge of the relative incidence of repetition and dropping out in the successive grades of primary and basic education, broken down by sex and exact age in years and giving details of the geographical location of the school and its socio-economic and physical environment, the characteristics of those repeating and dropping out and of their families, and - obviously - the physical, human, technical and organizational conditions in which the education takes place.

(iv) The Committee is aware that the problem is complex and difficult to solve because of the many interrelated factors involved, both within and outside the education process, and above all because of the demands to be met by the strategies of action. To be effective, such strategies must include and co-ordinate legal measures, social and economic assistance for the neediest pupils, measures to ensure community and family participation, provisions relating to school organization, and pedagogical initiatives, including measures to influence the attitude of teachers and educational administrators to the problems, and their determination to find solutions, and to make curricula, examination and promotion systems and teaching learning methods more flexible.

(v) This is a complex problem that cannot be solved by applying standard remedies across the board. However, most of the obstacles in the struggle against repetition and drop-out can be surmounted, somehow and to some extent, if a firm political determination exists, if real priority is given to the task, if the activities are imbued with the necessary consistency, intensity and continuity, if all political, social and educational agents are given a sense of commitment to and responsibility for the results of the educational action through strategies fostering innovation.

**b) A major effort to gradually achieve the objective of providing a minimun of eight to ten years' general education.**

13. With regard to the greater effort needed to achieve the objective of eight to ten years of basic general education, the Committee is aware of the significant disparities between the different countries of the region. In the countries with the lowest enrolment rates and with effective levels of education of no more than three or four years of schooling on average, priority must obviously be given to ensuring, in the shortest possible time, general enrolment in the present first cycle of primary or basic education. On the other hand, in the countries that have already achieved the target of six or seven years of compulsory general education for all it is possible and desirable to press ahead, extending general education for a further two or three years. Such an increase would be in keeping with the ever-growing complexity of modern society, in which the level of minimum basic education people need in order to participate actively and conscientiously in all areas of social life is rising rapidly. Other countries should devote the bulk of their efforts to extending coverage until the situation is reached when everyone receives a basic education that, reflecting the special characteristics of each country, signifies educational continuity, is adapted to the psychological and social characteristic of pupils, genuinely retains them in the system, and helps them to determine their vocational bent.

**c) A stepping up of pre-school education measures**

14. In most countries in the region pre-school education, in its traditional forms, has undergone considerable expansion in the last ten years. Although this expansion

has mostly benefited the more privileged urban social sectors it has manifestly also given rise to innovatory movements and experiments to cater fully for the more needy children under 6 from underprivileged urban and rural areas. The basis of these experiments is the linking with educational processes of measures relating to nutrition, preventive health care, mother and child care and family education, which have proved to have a decisive impact on the children's subsequent psycho-physical and educational development.

(i) Considering that there are approximately 35 million children under 6 in poor families and that this initial poverty barrier to formal education opportunities constitutes a serious problem as regards both social justice and the region's potential for future development, the Committee calls on Member States to incorporate specific strategies and programmes for the extension of pre-school education in their National Plans of Action. To this end it is necessary to highlight, turn to account and extend existing innovative experiments. It is likewise necessary that the productive sectors, both public and private, establish services to cater fully for the children of working mothers.

(ii) There is in the countries of the region a great number, and a considerable variety, of public and private institutions and programmes running schemes to cater to the needs of the pre-school child. It is important to identify these schemes in all their multiplicity and variety , to furnish them with an educational component or intensify an already existing one, and ensure adequate linkage and complementarity of effort among them, thus facilitating a massive expansion of pre-school education in disadvantaged urban and rural sectors.

(iii) In the face of constraints imposed by the economic difficulties besetting the countries of the region, better use of installed educational capacity to improve the internal efficiency of education systems is recommended.

ii) Priority action concerning the objective relating to literacy and adult education

15. The Committe has been able, at its second meeting, to take cognizance of and assess the value of the efforts made by many countries of the region to tackle and solve the problem of illiteracy. It nevertheless considers that in some countries the present pace and impact of the programmes may be inadequate to the goal of eradication of illiteracy by the end of the century. In the face of this situation it is particularly important in the next few years to ensure continuity and proper phasing of these efforts and to make literacy and adult education work more effective.

(i) To this end it will be essential to improve the systems of information and evaluation permitting assessment of substantive progress in the struggle against illiteracy and the factors that exert a negative influence on the results of campaigns and programmes, so that they may be redirected in good time. For this purpose, common norms for the treatment of literacy statistics should be adopted.

(ii) More meticulous planning, organization, administration, monitoring and evaluation of literacy campaigns and programmes will also be necessary. Within them, but without abandoning the objective of the total eradication of illiteracy, attention should be focused on literacy education for adolescents and adults in the lower age-brackets and illiterate mothers. Programmes for mothers should include components, of health, nutrition and early stimulation, and incitement to families to encourage their children to stay on at school. It is also important to design, and extend the scope of, special literacy programmes for ethnic groups, taking account of their linguistic differences and safeguarding their cultural identity. Another sector that merits special attention in literacy and adult education programmes is that of handicapped persons or those with learning difficulties. In cases where low rates of illiteracy are achieved, it will be necessary to develop appropriate policies to deal with residual

illiteracy.

(iii) There is likewise a need for a close linkage between literacy work, specific job-training or work-skill schemes and socio-economic programmes or projects for community development. Such a linkage would provide an effective application of acquired skills to everyday working, civic or family life. It would also serve as an incentive to adults to participate in and remain in literacy schemes, thereby preventing the substantial drop-out rates frequently noted.

16. The Committee is highly appreciative of growing importance accorded to the problem of illiteracy in recent years by the governments of the region and the increase in the number of measures directly carried out or financed by ministries of education or bodies dependent on them. But it notes with serious concern that in many cases the efforts of the education authorities are not matched by those of all the socio-economic and cultural sectors of the nation. This could reflect, in some instances, an inadequate collective awareness of the seriousness of the consequences of illiteracy for the individual and for society or else the fact that campaigns and programmes do not succeed in motivating and generating a concerted national effort linking ministries of education with other ministries and public bodies and involving the various social, economic, political and cultural sectors of national life. The Committee is convinced that the Major Project objective of eradicating illiteracy by the end of the century can be achieved by many countries if such a concerted national effort is organized and takes practical shape in the short term.

17. In connection with this objective, the Committee feels that each Member State , in accordance with its political organization and specific characteristics, should pay special attention in its National Plan of Action to the following:

(i) Strengthening national capabilities for training: key staff, especially central managerial and technical personnel, in the formulation of comprehensive literacy, post-literacy and adult education strategies; regional technical teams (at the State, departmental or provincial level) capable of carrying out the above tasks; local personnel, co-ordinators, supervisors, activity organizers or community action workers; literacy workers and adult educators; and personnel in grassroots and community institutions and organizations for support work.

(ii) Incorporating post-literacy programmes dealing with civic and social rights and responsibilities and the occupational or employment needs of the newly literate, school drop-outs and functionally illiterate adults. The design, adoption and implementation of these post-literacy programmes, and of their content and methodology, calls for the joint involvement of -among others- ministries or secretariats of education and labour, bodies responsible for economic planning, employers' associations, and, naturally those for whom they are intended.

(iii) Strengthening formal and informal basic education activities for adults - a measure that should play a key role in meeting the educational needs of poverty-stricken adults. Such a measure could be achieved with the assistance of other government agencies concerned with such matters as health, housing and rural development and of an increasingly influential body of grassroots organizations and non-governmental institutions promoting educational activities.

iii) Objective relating to the effectiveness and quality of education

18. It was basically with a view to ensuring the right to education and equal educational opportunities for children, young people and adults in Latin America and the Caribbean that the Major Project was launched. For that reason it was considered necessary, both in the strategies and the programme of action, to link the objectives concerning school enrolments and literacy teaching and adult education closely with those concerning the relevance, quality and effectiveness of the educational services provided.

19. The Major Project should be shaped to overcome the dichotomy between quantity and quality in two basic ways. On

the one hand, the extension of coverage and the reduction of the high failure and drop-out rates necessarily imply a set of qualitative changes in educational provision that promote and ensure more relevant and better adapted pedagogical practices. On the other hand, improvements in quality presuppose a policy with regard to the allocation of resources which gives priority to those sectors of the education system that cater for the broad masses of the population, off-setting the frequently observable differentiation between an élitist education and an education marked by deficiencies making any guarantee of quality impossible.

20. The Committee has taken the opportunity to note some of the efforts undertaken in the majority of the countries of the region to improve quality, efforts promoted in some cases by official educational bodies themselves and in others by private institutions or groups. Outstanding among these efforts are those aimed at adapting curricula to regional and local conditions and to the special characteristics of children and adults belonging to rural and deprived urban populations, without losing sight of national goals and objectives, such as the establishment of links between general education and the world of work. The Committee also appreciates the initiatives taken to increase the functionality of teaching and its effect on personal development through education relating to population issues, environment, health, nutrition, human rights and international understanding.

21. Bilingual intercultural education for indigenous peoples has made strides as a strategy for highlighting an important element of national cultures and at the same time catering for the needs and special characteristics of these groups. Mention should also be made of the experiments being undertaken in the design, production and utilization of low-cost teaching materials employing craft techniques and locally available resources and of the growing interest in participatory approaches and the use of modern information technologies, especially those employed in distance-education experiments, which have yielded encouraging results in a number of countries in the context of teacher upgrading. More emphasis on the teaching of science and scientific methods in the education of children is another important strand in educational innovation.

22. However, these and many other initiatives are still no more than micro-experiments, innovative exercises by individual institutions or groups, in some cases finding barriers or restrictions impeding their gradual extension and seemingly failing as yet to constitute a market trend towards change or improvement. The Committee therefore recommends that Member States should give special attention, in drawing up and executing National Plans of Action, to the gradual spread of innovations designed to enhance the relevance, quality and efficiency of pre-school, primary and basic education for children and literacy and post-literacy programmes for adolescentes and adults.

(i) Of crucial importance in this task of improving quality are the establishments for the pre - and in-service training of teachers, headmasters, supervisors, administrators and planners, the educational research and experimentation centres and programmes, child and adult educators, parents and the public and private agents within local communities.

(ii) Generally speaking, the Committee deems it desirable to encourage education personnel to become more closely and actively involved in all the processes concerned with the formulation and implementation of the National Plans of Action and the evaluation of their achievements. This calls for greater and more accurate knowledge on the part of such personnel and of student teachers of the socio-educational needs catered to by the Major Project, of its objectives and of the measures that must be taken in order to attain them. Establishments responsible for the initial, further and in-service training of education personnel, professional associations and the mass media all have a key responsibility in this field.

(iii) However, effective teacher participation is largely dependent on improvement of the teachers' technical skills to match up to their job requirements. It will therefore be nece-

ssary to encourage close co-ordination between educational research institutions and teacher-training establishments and schemes.

(iv) Strategies devised to improve teachers' professional and social status by finding ways of attracting the society's most talented members to the teaching profession and incentives to teachers to work in disadvantaged areas are a sine qua non if the quality of education is to be improved.

23. The achievement of this objective is closely linked to the introduction of reforms in educational organization and administration that would ensure their adequate functioning and permanent incentives for improvement in the quality of education. In this regard the Committee notes with satisfaction the great strides that have been made in recent years in some countries in decentralization, educational regionalization, micro-planning, and the introduction of new and modern management techniques designed to increase efficiency and relevance and widen the participation of local agents in the education process while bearing in mind the need to maintain quality on the national level.

24. The difficulties most commonly found in these processes stem from the need to train local staff to undertake the new tasks efficiently and also from the need to define adequate countervailing strategies to avoid intensifying inequalities between regions.

25. The need to design reliable systems for evaluation of the quality of teaching is also becoming more and more important for equipping education authorities with firm diagnoses on which to base their decisions.

26. Pursuant to the above , the Committee invites Member States to make a more systematic and intense effort to meet the objective of the Major Project relating to quality of education by including in their National Plans of Action specific strategies and programmes encompassing and dovetailing all the factors, both internal and external, that determine quality, paying particular attention to the relevance and content of the educational services supplied, innovations in teaching methods, teacher training, greater recognition for education professionals and improvement of their working conditions, the design and comprehensive use of school buildings, and financial assistance for pupils, whether children, young people or adults, belonging to disadvantaged sectors of the society.

## III. THE REGIONAL PLAN OF ACTION FOR THE MAJOR PROJECT

27. The formulation and unanimous adoption of a Regional Plan of Action for the Major Project by the Intergovernmental Regional Committee at its first meeting (Mexico City, November 1984) was a decisive step towards promoting, systematizing and boosting, through horizontal co-operation, a joint and mutually supportive effort by the Member States of the region to achieve the objectives of the Project. At this second meeting the Committee notes with the greatest satisfaction the progress that has been made in implementing and developing the first phase of the Regional Plan, with the participation of numerous national bodies and with Unesco's co-operation.

28. At its first meeting, as well as specifying the objectives, fields of application and practical priorities of the Regional Plan, the Committee made provision, among the basic operational mechanisms, for a system of Regional Networks for horizontal co-operation made up of national institutions and projects engaged in activities in the priority areas of the Plan and a Regional Information System for the Major Project. The Committee considers that the effectiveness and relevance of the Networks' activities will depend on the extent to which they constitute a means of achieving the objectives of the Major Project rather than an end in themselves.

29. In their first phase, both the System of Networks and the Information System have begun to be organized and to operate with promising results.

30. The system of networks is composed of the Regional Network for Training, Innovation and Research in the

Planning and Administration of Basic Education and Literacy Programmes (REPLAD), the Regional Network of the Programme on Innovation and Change in the Training of Educators for the Improvement of the Quality of Education (PICPEMCE) and the Regional Network for the Training of Personnel and Specific Support for Literacy and Adult Education Programmes (REDALF).

31. The Regional Information System (SIRI) set up to facilitate follow-up of the implementation of the Regional Plan and of the National Plans of Action provides information that is useful for the evaluation of activities developed in order to attain the objectives of the Major Project and comprises a Regional Co-ordinating Centre, Subregional Operational Units and National Co-ordinating Units for information, all of which are interconnected. The information submitted to this meeting regarding the progress of the Major Project at regional, subregional and national levels was largely made possible by this System.

32. Reaffirming the vitally important role to be played by both the system of co-operation networks and the Regional Information System in the development of the Major Project and for achieving systematic co-operative action by Members States for the attainment of its objectives, the Committee deems it appropriate to formulate a number of recommendations, which it hopes may help to strengthen those systems and improve their functioning and activities.

(i) The longevity, scope and effectiveness of the activities and results of these systems depend in large measure on the integration of the institutions, programmes and activities composing the networks and the Information System into the Major Project's National Plans of Action and into such machinery as may be set up for their implementation. It is also necessary to set up national networks that are sufficiently flexible for the design and execution of innovative activities, that co-ordinate their activities within the regional networks and whose results are used to the greatest extent possible by national education systems.

(ii) The Committee considers four aspects of the development of the regional co-operation networks to be particularly noteworthy. The first is the progressive increase in the number of Member States whose institutions form part of the networks. The second is the need to ensure that the bodies responsible for co-ordination have sufficient convening authority. The third concerns the need to guarantee the greatest possible compatibility of objectives and co-ordination of activities among institutions and programmes in order to avoid overlapping and guarantee complementarity and pooling of results. The aim is to achieve a critical mass of innovative experiences at the national, subregional and regional levels that will have a decisive impact on the attainment of the objectives of the Major Project. The fourth is the desirability of further progress in the appropriate distribution of the networks' responsibilities, tasks and resources for the development of projects promoted by their member institutions, in accordance with the needs identified by the participating countries.

(iii) In this connection, basic practical issues such as repetition and drop-out the development of low-cost teaching aids, adapting the supply of education to the needs and characteristics of underprivileged or disadvantaged groups, interlinking formal with non-formal education and education with work, and community participation could constitute areas of common interest for co-operative action on the part of the networks.

(iv) Some higher-education establishments have become involved in the networks. In view of the role they have to play, essentially in the training of human resources and in educational research, the Committee recommends that their participation in those networks should be gradually increased. The Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) will be responsible for compiling and disseminating information and documentation relating to the activities of the higher-education institutions under the Major Project. In addition, CARNEID will be responsible for ensuring that the Caribbean countries have greater access to the regional networks.

(v) The Committee notes that,

among the Regional Plan's priority fields of actions and programmes, topics relating to 'physical infrastructures and school buildings' and to 'socio-educational research' have so far not been accorded attention by the system of networks. It considers that they should be taken up as quickly as possible, drawing on the potential of the countries of the region in terms of experience and human resources.

(vi) With regard to the Regional Information System (SIRI), mention has already been made of the speed with which its structure, machinery and instruments were devised and with which it was set in motion. However, the real effectiveness of the System will depend essentially on improvements in the national education information systems. National information systems need to be strengthened for two reasons: firstly, to ensure that countries possess full, objective and accurate information on the quantitative and qualitative development of education, to serve as a surer and more relevant basis for the formulation of educational policies and plans and for decision-making; and secondly, to provide information on the way the Major Project is progressing in the region, the subregions and among groups of countries.

## IV. INTERNATIONAL COOPERATION IN THE DEVELOPMENT OF THE MAJOR PROJECT

33. The intergovernmental Regional Committee has studied with satisfaction and assessed very highly the continuity, growing scale and efficiency of the support which UNESCO, at the request of Member States, has provided to regional, subregional and national actions carried out under the Major Project in Latin America and the Caribbean, especially the comprehensive way in which it has responded to the requests submitted to it by the First Meeting of the Committee with regard to the application of the Regional Plan of Action for the Project. With regard to this co-operation, mention should be made of the efficient part played by the Regional Office for Education in Latin America and the Caribbean (OREALC), the Major Project Support Unit in Quito, the Subregional Office for Central America, the Office of the Unesco Representative in the Caribbean, and the Caribbean Network of Educational Innovation for Development (CARNEID). As well as giving continual support to national actions under the Project, Unesco has co-operated in an outstanding way in the establishment of the Regional System of Networks and the Regional Information System and in supporting their operations, in compliance with the request made by the Committee at its First Meeting.

34. The Committee likewise expresses its gratitude to other United Nations bodies such as ECLAC, FAO, UNFPA, UNEP, UNICEF, WFP and the World Bank for the actions they undertook, individually or jointly with Unesco, in areas related to the Major Project. It also wishes to express its appreciation to regional co-operation bodies such as OAS, IDB and OEI, to subregional co-operation bodies such as CARICOM, CECC, and SECAB, and to regional non-governmental bodies such as CARCAE, ALER, CEAAL and others.

35. The Committee wishes to make special mention of the generous co-operation of the Spanish Government, which has provided large-scale financial support for regional, subregional and national activities under the Major Project and for the co-operation and information network systems; the Committee hopes that other countries outside the region will join in this co-operative effort in the near future.

36. The Committee also wishes to express its gratitude to the Governments of Italy and the Federal Republic of Germany for their assistance with the Major Project activities and to the Arab countries, which are providing substantial support through AGFUND for specific projects in various countries of the region.

37. The Committee makes the following comments and recommendations on the subject of co-operation:

(i) While hoping that the above-mentioned bodies will maintain and step up their assistance and that their ranks will be swelled by many more, the Committee feels that one general point should be made about assistance, namely the frequently empha-

sized need for greater consultation and co-ordination with regard to the action to be taken by the bodies concerned, both regionally and nationally. Given the financial conditions prevailing both in organizations engaged in international, regional and subregional assistance work and in the countries of Latin America and the Caribbean themselves, this is not only desirable but imperative.

(ii) The Committee wishes to stress the importance it attaches to horizontal co-operation as a means to furthering the achievement of the objectives of the Major Project. During the next two years, the Committee wishes to encourage measures for the exchange of specialists within the region, for the exchange of publications and translations of material of relevance to the problems facing certain countries, and for the undertaking of joint studies on the problems impeding attainment of the objectives of the Major Project. The activities envisaged can be carried out effectively through the regional networks, which already have a good many achievements to their credit in that area, and through subregional structures.

(iii) The Committee also agrees that, alongside the activities to be carried out through the regional networks, regional and subregional projects should be developed for submission to international co-operation bodies with the aim of supporting and speeding up Member States' own efforts. In this connection, the needs already identified in respect of literacy teaching, pre-school education, the training of educational personnel, the production of textbooks and teaching materials, basic educational facilities, and research on the problems impeding attainment of the objectives of the Major Project are concrete examples of areas in which groups of projects could be developed at the regional and subregional levels with a view to obtaining international co-operation.

(iv) The Committee recognizes that, under the financial conditions prevailing both in organizations engaged in international, regional and subregional assistance work and in the countries of Latin America and the Caribbean, there is a need for greater consultation and co-ordination of efforts among the organizations involved with a view to their maintaining and stepping up their activities at the regional, subregional and national levels. To that end, the committee intends to contribute to this process of consultation and co-ordination by promoting in the coming biennium - among other initiatives - a regional meeting of representatives of the Member States of the region, of other Member States from outside the region and of organizations engaged in assistance work in order to pursue further the dialogue on their possible contributions to the attainment of the objectives of the Major Project. The Committee calls on Unesco and UNDP to support the holding of this meeting, to which the Member States of Latin America and the Caribbean attach the highest importance.

(v) Taking into account the difficulties which need to be overcome by countries in the region in carrying out their National Plans of Action, as a consequence of the economic crisis they are experiencing, the Committee renews its call to Unesco to continue giving full support to draw up and develop strategies, programmes and projects to optimize the use of the infrastructure, instruments and resources available for education in Member States; and to elaborate specific projects which could obtain support from funding agencies.

(vi) Finally, the Committee requests the Director-General of Unesco, in the preparation of the Draft Programme and Budget for 1988-1989 (document 24 C/5), to provide for activities conducive to the continuation and strengthening of the Organization's technical support for both national and regional activities under the Major Project in the Field of Education in Latin America and the Caribbean, having regard to the priorities set out in this recommendation.

**MODIFICATION OF THE REGULATIONS**

Another of the agreements taken by the Regional Inter-governmental Committee of the Major Project was to modify the Committee's own regulations. On this issue, the final report states textually:

Modification of the Committee's Rules of Procedure

125. In the plenary meeting of 27 March 1987 participants were informed that, on the basis of suggestions previously canvassed, a small working group comprising two members of the Bureau and one member of the Committee had prepared with the help of the Unesco Secretariat a Preliminary Draft of Amendments to Rules 8, 9 and 10 of the Rules of Procedure currently in force. The text of this Preliminary Draft was circulated. The Chairman announced that in its preparation the Office of International Standards and Legal Affairs at Unesco Headquarters had also been consulted.

126. Before the proposed amendments were discussed a member of the Ad Hoc Working Group described its method of work and made a statement in justification of the proposals. The member then read and commented on the text, observing that it represented an attempt to reflect the consensus among the delegates to the effect that Member States should occupy seats on the Bureau of the Intergovernmental Regional Committee for the Major Project, but that the functions of the occupants should be a matter for decision by the Committee itself. The speaker ended his presentation with the assertion that the amendments, which in essence provided for the immediate filling of any vacant post in the Bureau, should prevent the difficulties that had beset the Committee in the past.

127. A number of delegates and the representative of the Director-General of Unesco expressed their pleasure at the way the suggestions had been collected and at the spirit of the changes suggested by the Working Group.

Following consideration of three specific proposals for changes in the wording of Rules 8.1 and 8.2 of the provisional draft and a brief debate the plenary meeting unanimously aproved the draft as a whole.

128. In brief, the amendments approved were the following:

(a) Rule 9.2 of the Rules of Procedure currently in force is deleted.

(b) Rules 8.1, 8.2, 10.1 and 10.2 of the Rules of Procedure currently in force are amended as follows:

8.1 At the beginning of each of its ordinary sessions the Committee shall elect a Chairman, five Vice-Chairmen and a Rapporteur, who shall together constitute the Bureau of the Committe and who shall remain in office until the following ordinary session of the Committee. The Vice-Chairmen shall be elected successively, in order of precedence, from the first to the fifth, and shall as such exercise equal functions except as provided for in Rule 10.1.

8.2 When a member of the Bureau ceases to represent a State member of the Committee or resigns or is unable to carry out his functions the State he represents shall have the right to appoint another member to represent it at the meeting, but the new member shall not on appointment act as Chairman. This provision shall be valid even for meetings of the Bureau alone.

10.1 Should the Chairman cease to represent a State member of the Committee or resign or be unable to carry out his functions he shall be replaced as Chairman, until the expiry of his term of office, by the appropriate Vice-Chairman in accordance with the order of precedence established and the provisions of Rule 8.2.

10.2 In the absence of the Chairman during a session his functions shall be exercized by one of the Vice-Chairmen.

## SIXTH REGIONAL CONFERENCE OF MINISTERS OF EDUCATION AND MINISTERS RESPONSIBLE FOR ECONOMIC PLANNING IN MEMBER STATES IN LATIN AMERICA AND THE CARIBBEAN

Two days after the Meeting of the Inter-governmental Committee of the Major Project, the Sixth Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning in Member States in Latin America and the Caribbean was held in Bogotá (30 March - 4 April).

During this meeting, which was organized by Unesco in collaboration with the Economic Commission for Latin America and the Caribbean (ECLA), the representatives of Member States analyzed and ratified the agreements adopted in the Second Meeting of the Inter-governmental Committee.

One of the working documents for the Conference was, "Education and the demands of socio-economic development, and scientific and technological development in particular, in the context of the present economic situation in the region", prepared by Unesco's Secretariat. This paper, as well as providing indicators of educational development in Latin America and the Caribbean, underlines how the present circumstances are affected by the severe economic crisis, and its direct and indirect consequences for budgets and educational opportunities.

The report echoes the call for Member States and all those reponsible for the development of education to make greater, more systematic and coherent efforts to strengthen and renew scientific and technological education and bring it up to date, because of the triple role that this area of education plays in relation to the socio-cultural and economic development of the countries of the region:

a) as one component of an integrated general education for children, young people and adults;

b) as a basis for and component of teacher training;

c) as an instrument for discovering and providing guidance and training for talented people who constitute their countries' potential for scientific research and ensure that it will be able to assimilate, make appropriate adaptations and up-date technology.

The meeting emphasized once again that introducing children to scientific attitudes, processes and methods of thought from an early age is today one of the most important issues to be dealt with by educational policies and reforms and in the modernization of primary and basic education. However, one of the main problems facing education systems in the region is the inequality in the standards of education provided by educational institutions, which vary depending on the type of population covered.

It was underlined that secondary education is the area of education in which the difficulties in defining policies and strategies for action can be most fully appreciated. The extension of secondary education on a wide scale has led it to lose its traditional role: of providing a general cultural background, guaranteeing the student a possibility of going on to university, and providing qualifications needed to obtain certain positions of prestige on the job ladder. The middle stage of education is at the moment having serious difficulties in providing a general preparation which is representative of contemporary culture. This is what has been referred to as the "crisis of secondary education" and which is reflected in the dissatisfaction felt by the students themselves, by parents, employers, and even by teaching staff and those responsible for educational development in general.

The study also sets out criteria on how higher education and regional and international co-operation should contribute to the achievement of the objectives of the Major Project. The Ministers' meeting also examined a detailed analysis prepared by the ECLA on social development and the deep and prolonged crisis affecting the countries in the region. This study, "The crisis of social development; challenges and possibilities" makes a stark diagnosis of the socio-economic situation in the period 1950-1980 and the impact of this situation, stressing its repercussions on the labour market and its effects on social mobilization.

Having set out strategic guidelines for dealing with the crisis, the report suggests

some basic requirements for social policies, emphasizing not only the need for determined action by the government, but also for greater active, conscious and democratic participation by the entire population.

Other working documents presented at the meeting were a statistical analysis of the evolution of the education systems in Latin America and the Caribbean, made by Unesco's Statistics Division, and a study on "Unesco's co-operation in the field of education in Latin America and the Caribbean: 1980-1986".

## THE BOGOTA UNDERTAKING

The Conference of Ministers of Education and Those Responsible for Economic Planning of Member States in Latin America and the Caribbean, convened by Unesco and held in the city of Bogotá from 30 March to 4 April 1987, took place at a time when the region was experiencing a process of growing political democratization and amid an economic crisis that has changed relations between States and further worsened the terms of trade with the industrialized countries, making it more difficult to maintain the independence and cultural identity of the peoples affected by the crisis.

The Conference based its discussions on the ideals that informed the independence of the peoples and on the conviction that education and culture should help to shape the future, secure political stability, and eliminate the factors generating poverty, hunger, insecurity and major social imbalances.

The Conference discussed the social cost of the economic crisis and its adverse impact on educational development. In some countries, this impact compromised the stability of democratic institutions and undermined confidence in the concepts on which they are founded.

With regard to progress in attaining the objectives laid down in the 1979 Mexico City Declaration, it was recognized that in spite of some advances in a number of countries the overall regional performance indicates that, on the basis of trends in the early 1980s, the targets set for the year 2000 will be difficult to attain while certain indicators remain unchanged, for example the failure to raise public spending on education in the region above 4 per cent of gross national product. This calls for more rigorous analysis of the most suitable instruments to be used in whatever action is adopted and an unfaltering political determination to mobilize countries' full potential in a global development strategy.

It was noted that there are still 44 million illiterates in the population aged 15 and over, which has increased from 163 million in 1970 to 253 million in 1985. Overall school enrolment has continued rising - at an annual rate of 2.8 per cent, which represents a decline compared with the rate of 3.8 per cent recorded in 1975-1980, due partly to the levels of enrolment already attained. However, 13 per cent of children of primary school age are still not attending school.

Progress in implementing the other recommendations is still inadequate. It is important to note that in the last three years a reassessment of the degree of priority accorded to education has been under way in the region in association with the process of democratization.

In this situation it is necessary, as already visible in some cases, to restructure our economies, strengthen our values, reactivate the processes of production and employment generation and open up new paths to the organization and participation of all in the building of more just, equitable and mutually supportive societies. The disorders our societies have lived through in recent years and the conflicts still afflicting some of them demand of peoples and governments alike better social projects, of deeply ethical inspiration, capable of reaffirming

human confidence in the values of education, justice and solidarity.

It is the responsibility of the education system, as a crucial element in a global strategy, to train persons prepared to undertake these social projects with decisiveness. Education is a basic means of stimulating urgent social change, strengthening the sense of civic responsibility and training people to be independent and discriminating, in a context of rights and duties, so that an effective alliance is estabished between education and democracy serving as a bulwark for civil and political life and generating structures conducive to participatory democracy. In this connection the Conference affirms that the Major Project in the Field of Education is also an essential agent of social transformation, since the attainment of its objectives of the general provision of education, the eradication of illiteracy and improvement of the quality of education will be a contribution to the building of a more just, equitable and mutually supportive society.

In the realm of science and technology, the countries of the region are adopting a more dynamic attitude, for it is in that field that matters most directly affecting the quality of people's lives are decided and that the future of our peoples will be determined for better or for worse. National education systems therefore intend to rise to the challenge implicit in the effective incorporation of science into education at all levels and its close co-ordination with technology and the world of work.

On the basis of the foregoing, the Conference:

Ratifies the objectives set forth in the Mexico City Declaration and those adopted under the Major Project, namely to provide a minimum of 8 to 10 years' general education for all children of school age by the year 2000, in accordance with each country's educational policies, to eradicate illiteracy and to improve the quality of education.

Reaffirms that for Member States of the region public spending on education has priority in the struggle to remedy social backwardness in the face of the financial constraints imposed by the economic crisis, and pledges to be even more stringent in the administration of education systems in order to increase their efficiency and productivity.

Calls on all public and private institutions of the countries of the region to launch a consistent and sustained attack against extreme poverty, strengthening those educational activities that have links with other sectors within integrated programmes for the economic and social development of the most disadvantaged sectors of the population.

Emphasizes that education will make a positive contribution to the creation of more widespread equality of opportunity in all areas, and will be geared to solving society's problems, especially those of disadvantaged ethnic and other groups, special attention must be paid to the involvement of women in all educational processes.

Proposes that science teaching should be redefined so as to integrate it and apply it to the protection of the environment and the safeguarding of the balance of nature.

Stresses the vital role that education should play in preserving the values that underpin democracy, freedom, human rights, peace and cultural identity.

Urges governments to lay the basis for a convergence between the education system and the mass media, so that the latter assist in achieving the objectives of the Major Project, assume responsibility for their adverse effect on values and patterns of behaviour and

consumption, and commit themselves to fostering those consistent with the integral development of peoples, in a spirit of justice and solidarity.

In view of the foregoing,

The Conference agrees to opt for a 'regional strategy for the future' based on the principles to which it subscribes and specifies the following lines of action:

(a) intensification of joint regional action to attain the objectives of the Major Project in the Field of Education;

(b) application of scientific and technological progress to integrated development priorities;

(c) tackling extreme poverty through action in the field of non-formal education to ensure that marginal sectors of the population participate in national development;

(d) utilization of the impact of the mass media for educational ends;

(e) contributing to the building of peace.

Invites Member States to assist in attaining the objectives of the Major Project by continuing and strengthening horizontal co-operation as a means of promoting regional integration processes.

Requests the international community, together with all bodies directly connected with the region, to co-operate in attaining the aims set out in this document in a broad spirit of concerted and unified endeavour.

Requests the Director-General of Unesco to submit to the next session of the General Conference proposals on action and resources to enable the Organization not only to continue but as far as possible to increase its co-operation with the Member States in the region for the attainment of the objectives of the Major Project, in accordance with the recommendations of the Second Meeting of the Intergovernmental Regional Committe, and for the implementation of the recommendations of the Sixth Regional Conference of Ministers of Education and Those Responsible for Economic Planning of Member States in Latin America and the Caribbean.

The Conference takes cognizance of the fact that:

The service of Unesco to humanity in its more than 40 years of existence has at all times been of fundamental importance for the countries of our region.

The peoples of Latin America and the Caribbean look towards the coming years with hope and concern. These years, taking us as they do to the threshold of a new century, offer a historic opportunity to bring to fruition our aspirations for social justice and peace, as indispensable conditions for the development of our peoples.

The Member States in the region acknowledge the leadership of Unesco in the fields of education, science and culture, and it is their intention to continue co-operating to make it even stronger and more able to embody the principles of solidarity and universality that are indispensable to the realization of these asprirations.

# NATIONAL REQUIREMENTS OF EDUCATIONAL PLANNERS

**Walter Garcia (*)**

*The following paper is based on a presentation made by the author to the 11th Meeting of the REPLAD Network (San José, Costa Rica, 3-7 November, 1986). The objective of the paper, which is divided into four parts, is to put forward some thoughts on educational planning in Brazil in the framework of the proposals for future training programmes for planners based on needs existing in the country.*

*The first section analyzes the plans carried out by the government during the last two decades and their repercussions on social policy and educational planning, and then discusses the policies being followed at the moment. The paper goes on to discuss what the country is expecting from the future National Constitutional Assembly and its impact on education. The third section describes the problems found in Brazil today. Finally, the last section looks at some of the main lines to be followed in educational planning in the future and at possible elements which might be included in a training programme for educational planners.*

## EDUCATIONAL PLANNING AND THE POLITICAL AND ECONOMICAL SITUATION IN THE LAST TWO DECADES

### The Government's plans and social policy

After 1964 the evolution of Brazilian social policy was conditioned by the interests and objectives of the political, economic and social regime.

All the government plans drawn up during that period represented a systematic attempt to achieve the same strategic objectives: economic growth and social control. This can be explained by the fact that the government's political commitments and resultant economic priorities remained unchanged, throughout two decades of authoritarianism which left large sectors of the population without minimum conditions of welfare and dignity. It should be said, however, that these plans' tactics and approaches for dealing with the so-called social problem, showed a number of variations.

Thus one can identify different stages in the evolution of social policy:

In the first stage, between 1964 and 1968, social development was seen as the natural consequence of economic growth, which reduced the role of social policy to that of taking actions to create favourable conditions and eliminate the obstacles to economic growth. In these circumstances, the social areas of the state, having lost their own objectives, became nothing more than tools for achieving economic goals.

The second stage, which lasted until 1973, was characterized by the so-called

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"Impact projects", by means of which the government tried to create mechanisms for an indirect redistribution of income through the system of obligatory savings. During this period the provision of some services of social type was extended to broader sectors of the population. Social policy tended to use compensatory programmes in the areas of health, education and employment to counterbalance the distortions produced by a model of rapid economic growth which concentrated wealth in a few hands. It was in this period that MOBRAL was created, as part of a policy to compensate the failing in the country's basic education.

The third phase, from 1974 to 1979 is distinct from the previous stages because the II National Development Plan -II PND - did not take social development as being a natural consequence of economic growth. The population's standards of social welfare were rather to be raised in conjunction with economic growth, which meant the adoption of specific social policies aimed at the worst - -off regions- that is to say the pockets of extreme poverty. Despite this new orientation, the social sphere continues being seen as a secondary issue for government policies, and one in which assistentialists measures are used.

The fourth stage, which was marked by the implementation of the III PND between 1979-1985, saw the introduction of a new approach to social policy, and a recognition of the need to overcome previous weaknesses. This plan stated textually that: "In order to overcome the assistentialist tendencies in social policy which focus selectively on residual sectors of the population, it is vital to make provisions for economic and political participation of the poor population. In this context, social policy should seek to reduce social inequalities. In concrete terms social policies should result in a rapid and sustained reduction of levels of poverty. At the same time, they will promote the organization and co-operation of different social sectors to put into practice policies for income redistribution and improvements in employment". (pp. 49-50).

It should be noted that the severity of the crisis and the recessive economic policies introduced as a result, meant that the social policies included in this Plan could not be put into practice.

In summary, one could say that Government planning over the past two decades was responsible for:

- the social control, expressed through development programmes whose characteristic was the search of convergences between strategies of Government's power and those for the survival of the poorest layers of the population;

- the decline in living conditions, produced by an economic model that concentrated wealth in a few hands and by the deepening recession of recent years with the resultant loss in the purchasing power of wages;

- the adoption of compensatory policies, as a result of the lower priority assigned to basic social policies in government budgets;

- the concentration of resources and decision-making power, and the consequent deformation of the federal character of the Republic; it should be pointed out here that the municipal level ceased to be the basic unit in the Federation, and was converted into a mere recipient for standardized social policies which had been drawn up centrally;

- a fragmentary vision of social problems, which meant that planning was based on an analysis of social problems focusing principally on programmes of a compensatory nature;

- the overly expensive control systems, for example when federal programmes were carried out in peripheral urban or rural areas, which demanded heavy, slow and costly bureaucratic structures. In this way the majority of financial resources were used up in maintaining the administrative apparatus, to the detriment of grassroots activities.

Finally, planning in that period was marked by a short-term focus, since certain programmes, such as those referred to above, led to a demobilization of the community, which has been organized to work short-term objectives, and had therefore had no space for growth, for the development of a critical awareness and for subsequent actions to transform reality.

**The development of educational planning**

In the second half of the 1960s, educational planning was carried out in the context described above, based on an economics-oriented approach whose central concern was to train workers for investment projects. That criteria became the force behind the increase in enrolment in the higher levels of education and in middle-level technical schools, as a response to the country's need for skilled workers in the future. An inadequacy in this area, it was felt, might produce a bottle-neck in economic growth. In the meantime, growth in other levels and types of education sought to satisfy social demand, through decisions of a political nature which responded to the interests of the middle and upper classes.

Economics-oriented educational planning went into crisis in the following decade as a result of the slow-down in economic growth, the excess of labor force available, new views on the role of the State in sharing out social opportunities, and/or the new approaches on the role of education in society which began to win support.

In the second half of the 1970s, Brazil experienced a strong recovery, and saw the reworking of concepts of the role of education. Till that time education had been seen as having little direct importance as a force for economic growth under an authoritarian regime which favoured a model of development that led to a concentration of income and wealth. In that period the importance of the State's role in sharing; out socio-economic opportunities became increasingly apparent.

Given this perspective, educational planning tried to justify its role as an instrument of the interventionist policies of the State, on criteria of technical rationality, putting itself above social conflicts and contradictions.

Instead of discussing the errors of this planning model which is conceived at the centre of power and then taken out towards the peripheries, it is more useful to make an analysis of a new paradigm of educational planning.

**Present policies**

At present the first PND of the New Republic for the period 1986/89 is being carried out. This seeks to introduce reforms, restore an economic growth with a clear social orientation, and fight against poverty, which implies an improvement in income distribution, and an increasing concentration of efforts and financial resources in social programmes. These, which each have their own particular objectives, seek to reduce problems related to health, feeding and housing.

In the field of education, the Plan's aims are to generalize basic education to the entire population between 7 and 14 years of age, and to provide teaching for illiterate adults and young people.

It is hoped that by the end of the period 25 million children will be covered, through the introduction of a series of measures which will give them access to and ensure that they remain in the school system.

Together with the proposals for reorganizing and increasing the vitality of the state apparatus throughout the Union, and those for regional development and agrarian reform, priority is today being given to the reorganization of the tax system, focused on social promotion and in the establishment of a federal system. These proposals are included in the major reforms which will be debated in the new National Constitutional Assembly.

**AN HISTORIC MOMENT FOR THE BRAZILIAN NATION**

Brazilian society is today at a significant and unique point in its history, in which the country feels the need to opt, legally and effectively, for a democratic project which should be realized freely, with imagination, and above all, with the participation of all.

The entire nation is awakening with a sense of nobleness of spirit that must be expressed in the future, with hope and confidence in its ability to build a modern, humane and supportive civilization, starting with the recovery of cultural values and strentgth, and a revival of its ethnic identity, which is a melting pot of races and cultures, strengthening the concept of citizenship; witnessing the introduction of a democratic order at the political and individual level which seeks to ensure social participation.

The National Constitutional Assembly should include in the new Magna Charta, among other matters, profound reforms in the property system and in the mechanisms for managing the economy, a new approach to social issues, aimed at guaranteeing a high level of self-organization of the community, as a means of ensuring that social policies be more exacts and appropriate to the interests of the population; the creation of mechanisms, in the sphere of institutional politics, to make political life reflects the mode of organization found in civil society and to make the political parties, along with social, professional and trade union organizations, act as a means of bringing the aspirations, concerns and needs of the population into contact with the State. In the cultural sphere, and looking specifically at education, it is hoped that this will come to be seen as the inalienable right of all citizens. The counterpart of this principle is, on the one hand, firm institutional authority over the way funds are assigned in this field, and on the other, a guaranteeing of the basic conditions necessary to keep the student population within the school system.

It is worth mentioning here another issue which has been the subject of many debates: the struggle for institutional recognition of the support the State has given to a powerful national scientific and technological system which can, on the threshold of the 21st century, ensure that the country will be incorporated into the new civilization that is being planned.

Given the great size of the country and the plurality and diversity of cultures found in it, the definition of the nature of Brazil's democratic Project must necessarily involve a revision of the concept of federalism, a redefinition of the mechanisms of administrative decentralization, and a dividing up of public duties between the Union, the States and the Local Councils. This will definitely lead to a major and far reaching tax reform, and consequently to the regionalization of the public services and ultimately, to their Municipalization. It is at that level that one finds the so-called "community activists" who demand freedom to participate in resolving shared problems. Such participation will only be possible in a climate of openness, and where the necessary information is available to be able to develop appropriate policies at the local level.

This process of consolidation of a democratic society implies profound changes in the administrative apparatus, particularly in the management of education. This is particularly important in the administration of the Ministry of Education which, in a situation of the kind described, will not be able to stop playing a centralizing role taken from the bureaucratic and authoritarian model of government of which it is itself a part.

Within the institutional framework that will be created in a near future, where social groups will be better organized and will have a greater financial autonomy from the State and municipal authorities, the Ministry's role should be to identify and promote innovations, to facilitate their implementation and conduct negotiations, on the understanding that education policy should not be dictated solely in accordance with the central executive's opinions, but rather from a point of view which seeks a redistribution of power and participation.

## THE GREAT CHALLENGES FACING EDUCATION

The 1980 Census showed that in the population of 15 years old and over, there was a total of 18.7 million illiterates (25.3% of the entire population in this age group), four million of whom were between 15 and 24 years old.

Almost 72.8% of the population over 10 years old have never been to school or have not gone further than the 4th grade of primary school, this situation is even worse in the countryside and on the peripheries of the cities than in urban areas as such.

Dropping-out and repetition of grades have risen intolerable levels. More than 70% of pupils are enroled in the first four grades. Only a very small number reach any higher level of education: just 5.7% of the population over fifteen years old had had eleven or more years of education in 1980.

Absenteeism has a number of causes which need further investigation; these include factors going beyond education itself, such as the student's own assessment of the social value of schooling. In the sphere of education specifically, one might mention teachers' lack of job security and training, and the deficiencies in school

infrastructure. Here the fact that in 1984, 66% of schools had only one classroom is particularly noteworthy. In addition, those schools are generally badly build, badly equipped and badly maintained. A highly negative symptom of this is the increasingly lack of concern for schools, expressed in the systematic plundering to which they are subjected, without any objection from the community, of the kind that might have been expected.

In schools in peripheral urban areas, the students frequently attend one of more than two turns during the day, with the amount of time spent at the school being as low as only two and a half hours.

Turning to the situation of teachers, one finds that their professional status is falling steadily, on top of which levels of pay in large parts of the country are very low. In many cases, teachers have only agreed to teach in primary schools when there has been no alternative possibility of employment. As a result the level of the teachers' training is inadequate: it is actually estimated that of a total of 800 thousand teachers, 30% do not have adequate skills or abilities (40% in the north-east). A fifth have not completed primary school.

This situation can be explained by the fact that only 27% of teachers receive more than two minimum salaries, while in the north-east 36% of teachers earn less than half the minimum salary; and even in the south-east, 44% receive only two minimum salaries or less.

All the defects of primary education are reflected in secondary education. As a result, only a very small number of students go on to higher levels of education and, which is still more serious, those that do have had a poor grounding.

In the situation which emerges from the 1980 Census one can identify an accumulation of mistakes made in the past which could not but have had a negative influence on the prospects of development and modernization necessary to achieve a democratic society.

Progress has been made. But although relatively high indexes of development have been achieved, it has still not been possible to fulfill the essential duty of providing primary education for the entire Brazilian people. To make education a real national priority and treat it as a social demand that cannot be left for the future, is undoubtedly the greatest challenge facing the country.

## A NEW PERSPECTIVE FOR EDUCATIONAL PLANNING THROUGH TRAINING OF PLANNERS

The Ministry of Education has, from its central position, always required the States and Municipal authorities to carry out plans, programmes and projects which have generally been prepared centrally, and has demanded that common norms and procedures be used through the education system, without making any specific adaptations to cope with regional and local differences. The failure of these centralized models of planning does not need to be demonstrated, particularly in the case of a country of the size and with the characteristics of Brazil.

In the context of period dedicated to the changes and reforms that the Brazilian nation had been waiting for, it is to be hoped that with the approval of the Education Project for a Democratic Society the concept of educational planning can and will be experienced and practiced as a dialectic process between knowing and doing, which necessarily raises the crucial question of how to extend participation in decision-making. This question, which is essentially political, is the most important dimension of educational planning.

The new model of educational planning which is needed should be able, as one strand in government policies, to make viable, within a national context which ensure its coherence and integration with other policies, the aims of regionalization and decentralization with a view to micro-planning. "From this point of view, both the State and the Municipal authorities will have preserved their respective spheres of action, to ensure a harmonious and balanced development of the education systems with the necessary critical and creative participation of the communities in orientating transformations in social reality.

Looked at from this point of view, doubts arise about the use at the central level, of methodologies involving the mounting of training programmes for specialists -in this case, planners- by putting together mo-

del packages to be used with students in different regional contexts, without giving any thought to the needs and characteristics of the different teaching systems.

This doubt does not imply any criticism of the efforts made in the past to give such training. However, one is forced to admit that the state of education nationally continues to be worrying. There is no need to recall all the series of factors which could make these measures innocuous and inconsistent; however, mention might be made, among other things, of the lack of administrative co-ordination of the public services in different spheres, the mobility of trained technical staff, and the lack of salary incentives.

The main concern is how to improve the competence of the planning teams of the State and Municipal Education Secretariats, as well as that of other specialists working in individual schools, particularly directors, supervisors and advisors.

In the specific case of the planners, it is considered to be necessary to provide a type of training which guarantees professional competence in analyzing education policies and the processes from which they emerge and, as a result, the ability to comprehend their long-term significance, in order to enable them to make critical and coherent interventions, and at the same time, the technical skills and solid theoretical grounding necessary to make viable their political project of building a democratic society and successfully fulfilling their responsibilities.

It is clear that this approach should not lead one to forget the limitations of planners even as competent and critical professionals, in relation to the bureaucratic state apparatus. They should overcome these obstacles by concentrating on making essential changes in plans, programmes and projects which will improve education.

On the basis of these reflections, and taking into account the government's present priorities (basic education, literacy and the revitalization of secondary education, putting emphasis on the creation of opportunities in technical education), the improvement of the technical competence of the central planning teams, and particularly of the teams assigned to States' Secretariat of Education, is a priority issue. An analysis is therefore being made of these teams' levels of qualification, as one element in a more general processs which will be initiated in due course.

Subsequent efforts will focus on training other specialists, with a view to making micro-planning possible and to creating a multiplier effect.

The 'Programa de Capacitacion' will be introduced throughout the region as a course of either 360 or 180 hours. It will be drawn up in detail once the clientele have been characterized, and bearing in mind the principal lines of action in regional policy, and the problems preventing these from being put into practice. All this without losing sight of the national context or of local particularities.

The guiding principles of this Programme will be the universalization of basic education, literacy and the revitalization of secondary education, and it will also incorporate complementary priorities specific to each region.

The strategy used will be in-service training, which will be given during vacations and at other appropriate times, according to local conditions.

The implementation of the Programme will involve the participation of the following agencies in the Ministry: the General Secretariat/SEPLAN, the Higher Education Secretariat/SESU, the National Institute for Research on Education/INEP, and the Secretariat for the 1st and 2nd grades/SEPS, and it will need technical co-operation from REPLAD, with whom negotiations will begin in the near future.

Regional-level co-ordination will be the responsibility of the local university, which will have full support from the Ministry and the Secretariats of Education in the States where the courses are held.

In the context of the changes and transformations occurring in the country, and in view of the above reflections on the future of educational planning implied by these, it would not be wise to give further details, for the moment, about the basic components of the future Training Programme for Educational Planners, which will be the product of a process which is based on the real conditions that the Programme will have to deal with.

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# AUDIO-VISUAL MASS EDUCATION

**J. Manuel Calvelo Rios (*)**

*In December 1986 the UNDP, FAO and CESPAC Project PER 76/003 came to an end in Peru. The Project, which was initially financed by the United Nations Development Programme, carried out by the United Nations Food and Agriculture Organization - FAO - and which worked with the Peruvian Ministry of Agriculture's Centre for Audio-visual Education Services - CESPAC - initiated an ongoing operational investigation which led to the perfecting of a new practical and methodological approach to training peasants in their own communities in developing countries.*

## What is Audio-visual Mass Education?

Within the framework of a Political Project for Rural Development, which implies the establishment of a correct relationship between the countryside and the cities so that the peasants can chose and implement their own policies and ways of becoming part of society, among the elements which need to be poured into the countryside, the "knowing, or knowledge element" is a necessary, though not sufficient condition for guaranteeing the peasants' participation in putting forward and implementing this kind of project. This is the only element which allows the peasants to manage the other materials autonomously; it is the only one that does not run out, that is self-renewing and that does not deteriorate with either time or use.

The "knowledge element" should be provided continuously, to the populations in general, and to all members of the family unit which is the nucleus of production. It should be given to the peasants within their own surroundings, without modifying their productive or cultural practices, in the form of: information, intellectual capacities and psychomotor skills which, when applied to local conditions, allow the peasants to make positive changes.

In these terms, and in this model of rural development, audio-visual mass education is:

A proposal and a set of instruments and methodologies for:

a) recuperating, producing, preserving and reproducing using video as the key factor in the process, "peasant knowledge", which is a kind of knowledge with two faces:

- traditional , empirical, non-formal knowledge which is typical of subsistence agriculture, and
- modern, scientific, formal knowledge which is typical of modern market agriculture.

b) making the peasant- on the basis of a theoretical communication model, interlocutor-environment-interlocutor (I.M.I.) -, be interlocutor in the research and the audio-visual registration of subject areas, and that

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they become participants during the project's application or audio-visual training, using the Teaching Package (video, guide for the participant, teaching guide and practical exercises),

c) for then as users of knowledge, increase their ability to control and negotiate with:

natural resources,
productive resources,
genetic resources,
the ecology of their environment, and
health and housing,

d) and for this increased capacity to negotiate and control leads to an increase in production and productivity, that enables them to raise their standards of survival, to accumulate, to sustain a process of autonomous development and puts them in a position where they can negotiate with their social environment.

To make this proposal for Audio-visual Mass Education viable in real conditions, one must have available:

- committed staff who have been selected, trained and put through other experiencies;
- video equipment that is selected, modulated, maintained in good condition and used intensively;
- equipment which should be operated using simple methodologies of production, rotating tasks rather than specializing, so that the video be a tool in hands of the educators, rather than these being at the service of their tools;
- highly rationalized productive processes, that offer a good level of results in relation to the investment made, and which make it possible to produce audio-visual educational materials with a deep knowledge and respect, though not submissive, for peasant agriculture, and which could be used with other potential target groups of the teaching-learning process, such as marginal urban communities.

Understood in this sense, Audio-visual Mass Education is a tool for taking up the challenge of education for rural development in developing countries. Without participative communication in education, may have growth, but not development.

**How is the model 'Interlocutor-Environment-Interlocutor' put into practice?**

We should start by saying that the dialogue with the interlocutor is generally continued over time. It begins when the Production Unit, which is made up of two Audio-visual Educators , initiates a dialogue with peasants in order to obtain their view of the problems affecting them and which might be dealt with through educational processes.

The exchange of opinions continues when the Production Unit, which by now has a script, records on video the scenes it needs to produce the programmes which provide the key material in the Teaching Package. The peasants see the scenes that have been recorded and say whether they are clear and whether or not they reflect their own reality.

The third moment in the dialogue comes during the Experimental Introduction phase, which all teaching Packages must go through before they can be reproduced for use over wide areas. Once again the peasants approve or reject the ideas put forward and the clarity of the language used. If the peasants do not understand the video or find it confusing, new scenes are shot and the necessary changes are made to ensure that the contents are appropriate and comprehensible. The fourth opportunity for dialogue comes during the Audio-visual Training. The peasants will decide whether or not to participate, depending on their level of interest in the subjects and ideas put forward. At this point, and because of the fact that for peasants, "things are only worth by what they cost", participation is more than just rhetoric. In order to receive an Audio-visual Course, the peasant group must undertake efforts. They have to find somewhere for the audio-visual Trainers to stay, or provide them with food, or they have to pay the cost of transport , they always have to recharge the batteries used by the Training Module, and sometimes have to pay for the Guide for the Participant. This is the most significant moment in the dialogue.

Peasants are not prepared to make efforts to obtain something which is not useful to them, so their commitment and agreements are a measure of the value which the audio-visual training we offer has for them.

This final stage of interchange of

opinions has two important aspects. The first is that the group of peasants has to provide the materials used in the practical exercises, and will therefore be able to take advantage of the results achieved. The course, "Better constructions in Adobe", for example results in a building built: this may be a Rural Health Post, a School, Community Centre or Store. The mud, the straw, the labour force and use to which the building will finally be put are all contributions made and decisions taken by the interlocutor. The second aspect is a technical and educational question. The Training Module is run by an electric current taken from a car battery. But as this energy needs to be replaced, and this operation often involves going to places a long distance away, a mechanical generator has been designed and produced. This has a structure similar to that of a bicycle, and we have given it the name of, "the portable evaluation machine". A peasant has to pedal to generate the energy necessary to see the course. He will only do so if the course is really of interest.

Let us give some additional information in response to this first question.

The Teaching Package is made up of four different elements: the Teaching Guide used by the Audio-visual Trainer and Technician, which indicates the methodologies which should be used in the process; the Video, with programmes of no more than 15 minutes long -groups of 3 to 15 programmes make up one Course- which is the material that facilitates understanding, since it shows the situation in the countryside and is dubbed in the group's mother-tongue language; the Guide for the Participant which has a great deal of drawings and little text, and which is a material which the peasants can always refer back to and take exercises from, when this is possible or necessary; the Practical Work, which provides an opportunity for absorbing the information and obtaining concrete results; dialogue and discussion, which is the opportunity for adapting the information given in the video, which is inevitably fairly general, to the specific conditions of each group of participants.

Two more questions which are interrelated. In what way does the Teaching Package reflect the peasants' ideas? Do the peasants have the chance to see themselves?

In our earlier answer, we indicated some of the points at which the peasants are involved; the first is their participation in deciding which issues are most important for them. 90% of the audio-visual images which represent the key material in the Package are reproductions of reality. That is to say, the programme is put together out of scenes from life in the countryside and its protagonists, if one can use this term, who can be seen on the screen are technical staff working in the field and the peasants themselves. In general the problem is explained by the peasants themselves, using individual testimonies, and sometimes the peasants also propose part of the solution. In one of the courses produced most recently, "Re-building Waru-Waru" (Camellones), the only person putting forward opinions was a peasant from the community where the research was carried out.

How is this material selected and edited? Once the issue which will be the subject of the educational Package has been chosen, the information available is put together in the form of a "script" in which the contents, their level and order are set out in writing. From the script a definition is made of the contents that will be explained in writing, those that will be the basis for practical work, and those that can and should be dealt with audio-visually. The latter are re-worked and transformed into the "Shooting script", or the graphic and literary expresssion of the audio-visual programme. Once the scenes in the field have been shot, and the studio recordings made, particularly of graphics and models, the shots are put together in the order specified in the Shooting Script, by means of electronic processes.

Once the materials have gone through the Experimental Introduction phase, and the corrections arising out of this have been made, the videos are reproduced, sufficient numbers of Teaching Guides and Guides for the Participant are printed, and the complete Teaching Packages are sent out to those of the 115 Training Modules working in the field that can make use of them.

**How much flexibility is there to allow changes to be made afterwards?**

In principle, there is a very high degree of flexibility -a much greater degree than in the case of photography, film-making or printing. From a technological point of view it is possible to change either the sound or the video, or both, using simple processes.

But it should be recalled that the project uses the term "mass", and that therefore, before modifications can be made, we need to be sure, and almost certain, that these will not be questioned in turn shortly after being introduced. It would not be viable to be making alterations in every programme after every comment, and as a result the process of making changes is not as fast as the technical means would allow.

In general we assume that every Package will be valid for approximately five years. After this length of time, the feedback from the frequent use of the programme, or the progress made in the technologies proposed, or the various criticism made, lead to the production of a new up-dated Package.

It is quite possible that in the near future the daily progress being made in the field of video technology, and the continual reductions in costs will make it possible to have equipment in the field which would allow modifications to be made more rapidly, and would even allow modifications to be introduced which would make the programme more specific to the area in which it is being used.

**How are the audio-visual teaching sessions conducted?**

Although this was not the case in the project's early years, today there is more demand among peasant communities for training than can be met by the 11 Audio-visual Training Modules available.

When a request is received, the Training Unit visits the community. The Unit explains about the different Teaching Packages available which are appropriate to the ecological and technological conditions found in that area. A formal agreement is reached, which indicates the contributions which both sides must make in order to carry out the teaching-learning process, the courses that will be given, the technical field workers who will need to participate, the materials for the practical work, the timing of the course, and the different groups that will participate in the different courses. We try in general to give two or three courses a day for two or three groups of different participants, in order to make the best use of the investment involved in bringing the Module, as well as staff salaries and per diems, and transport costs. And also because the training should reach the whole family unit, and not just the head of household.

A diagnostic test is made, which will be compared with the final test in order to measure how much has been learnt.

Each class begins with a discussion with the Technical Worker and the Trainer on the subject that the particular audio-visual programme will look at. Then the group watches the video, stopping whenever necessary, going back and repeating sessions every time the participants ask. Then there is another discussion on how to put into practice the proposals made in the video, adapting these to the situation found in the community. Finally there is an hour and a half or two hours of practical work to end the class each day. Each participant has their own Guide which enables them to follow the discussion, and which they keep for any member of their family who is literate to look at and read after the course has finished.

The last stage is made up of the final test of knowledge and an evaluation of the results of the Course.

Generally each course generates new requests for further courses, once the participants have seen in practice that the proposals are feasible and viable.

The Audio-visual Trainer remains in the community, along with his/her Training Module, for long periods of between 3 and 9 weeks, depending on the size of the population and the number of requests for training.

As we can see, the training goes to the peasant, avoiding him to travel to receive training. The dates and times of the course are agreed with the participants, who also take responsibility for checking attendance and the way tasks are organized.

Up to the present more than two hundred thousand peasants in different parts of Peru have taken audio-visual courses.

**How many teams are engaged in this activity at present?**

At the moment CESPAC has 115 Training Modules, many of which are being used, under agreement, by development projects for local action. To produce the audio-visual courses there are eight Registration Modules, four Editing Modules and complementary audio and copying equipment available.

But more important than the equipment, whose useful life is of no more than four to five years, are the staff trained to use them.

From the beginning and as part of its research, the Project proposed to establish a capacity for "sustained self reproduction". That is to say, to guarantee the country that once the Project comes to an end the counterpart agency would be in conditions to train new staff without having to seek external support again.

CESPAC today has that capacity, though not in absolute terms. There are forty Audio-visual Educators, and a further thirty are being trained. There are more than two hundred and fifty Audio-visual Trainers, and new Trainers are prepared periodically.

**Some Other Aspects**

The key to the development of this activity is not, although, this may seem strange, in its audio-visual equipment, which is vital, but not sufficient for carrying out this work.

The key element is the staff. Staff who are capable of designing equipment with an optimum relationship between investment and results, and whose criteria of quality are based on the demands of teaching and not on artistic production. Staff who have been trained to establish a link between the academic, scientific or technical sphere and the world of the peasant clientele. Staff who are trained to translate scientific jargon and structures into the language and educational form which peasants need in order to make the learning process easier. Staff who do not express themselves, by putting esthetic and artistic criteria into the programmes, but who communicate, emphasizing didactic clarity as a basic element in audio-visual productions.

Another important point is that the teaching and learning process should have a use value for the participant and it should not, as occurs with depressing frequency, be the participants who are invited like sheep to meet goals and who represent use value for the project or agency which invites them. This is why we insist on the communication model, which makes the peasants interlocutors in the initial stages so that, having participated in the process of audio-visual training and having obtained information, intellectual skills and psycho-motor abilities through the Teaching Package, they become people who use their "peasant knowledge", and therefore interlocutors again.

It would be a good idea to make a few remarks about the equipment. It was thought as sophisticated at the start of the activity, basically by ignorance, has now become so familiar that we have seen the appearance of what we have termed the "toy effect". Equipment is bought without being clear about its use, its rationale, and in particular, without having staff trained to use it properly. We know of many projects which have bought production equipments but have no equipments for reproduction. Using these equipments some artists express their message to the world; this message generally gets filed away and is only brought out occasionally for festivals and competitions, because it wasn't produced thinking of an interlocutor, but rather in relation to the interests of the producer.

The equipment should be below professional standard. To reduce purchase costs, as well as the costs of operation and maintenance, it should include facilities for production and also reproduction, it should be portable enough to be used with peasants in their own environment, and it should be possible to run it from a battery.

If a Training Module has an approximate cost of 2,500 dollars and a useful life of four years, we only need use it to give 625 courses per person per year for its depreciation cost to be reduced to one dollar per peasant per course.

Thus the rationale of the system is found essentially in its mass nature. The same is true of the production of a Teaching Package whose cost may be as high as 30,000 dollars, the recovery of which will only be guaranteed by use on a mass scale to

reduce the cost per course and per peasant.

We are stressing these economic aspects because in the rural grasroots, education must either be rationally economical or it will not survive.

We start from an axiom: that it is easier to teach video to an educator than to try unsuccessfully to teach education to a media professional. Thus, dear readers, if someone proposes to start educational processes requesting a three-tube video camara, or a professional editing machine, or microphones with even feed-back between 20 and 20,00 cycles, be very careful. It is possible that this is a Broadcaster who wants to express his ideas to a hypothetical Receiver to whom he wil never get through, and not an educator who wants to use these tools to multiply, make more homogeneous and communicate on a mass scale the knowledge which his interlocutors need.

Audio-visual equipment is too delicate an issue to be taken out of the hand of the educators and handed over to salesmen or technicians who will base their choice on its exchange value or the make of the equipment, rather than on its use value in the educational process.

In such a short article I am sure to have left out a great many points which might be of interest to readers. If we all make the Bulletin an organ of communication and we write in with questions, criticisms and observations, we may be able to give replies and thus start a dialogue and establish communications.

# JAMAICA NUTRITION EDUCATION PROJECT

**Carol Baume** (*)

*The present is a report on the evaluation of the Jamaica Nutrition Education Project. The project represents an effort to improve children's reading skills while teaching them basic nutrition concepts. Materials suitable for 4th and 5th grade students were developed and compiled into a manual entitled* ***The Nutrition Magician****, and were pilot tested in fifteen schools in Clarendon parish, Jamaica, during the 1986-87 school year. (1)*

A system for monitoring and evaluating the Project during the pilot phase was established to provide both (1) "formative" feedback to guide future modifications in the material to maximize its effectiveness and (2) summative kinds of information indicating overall impact of the curriculum. The evaluation plan addresses several areas: pedagogical issues, reading improvement, nutrition knowledge gain, and dietary behaviour change. The specific evaluation components which address each of these areas are:

1) a set of monitoring forms which systematically gathered feedback from teachers on each section of the Nutrition Magician manual;

2) a basic reading skill exam, administered as a pre-test and post-test to pupils in five pilot schools and in two schools used as control groups;

3) a curriculum-based nutrition test, administered as a pre-test and post-test in five pilot and two control schools; and

4) a 24-hour food inventory, completed by a sample of children before and after taking the curriculum to assess behaviour change with regard to nutritional habits.

## PROJECT BACKGROUND

The principal objective of the Jamaica Nutrition Education Project was to incorporate nutritional information into reading materials, thereby simultaneously developing reading skills while imparting nutrition knowledge to primary school students. The Project consisted of the introduction of a set of reading materials promoting healthy eating habits to 4th and 5th graders in fifteen pilot schools (seventeen classrooms) in Clarendon parish during the 1986-87 school year. Materials were developed during the previous year by the Ministry of Education with the

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(1) The Project was collaboratively funded by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United States Agency for International Development (USAID) which contracted with the International Nutrition Communications Service (INCS) of the Education Development Center (EDC) for technical assistance and evaluation. Jamaica Ministry of Education managed and implemented the project.

participation of the teachers and with technical assistance from INCS. Special effort was made to produce lessons adapted to the local setting and to engage the children's interest through diverse formats (stories, poems, comics) and stimulating activities. A **Teacher's Guide** which targeted lesson objectives and suggested activities was provided to participating teachers. A set of posters depicting the food groups-termed "Go Foods", "Grow Foods", and "Healthy Helper Foods" in the curriculum - was distributed to each classroom. Teachers were encouraged to use other existing resources on nutrition education, such as those published by UNESCO and the Caribbean Food and Nutrition Institute.

## SUMMARY OF EVALUATION FINDINGS

Overall, the evaluation found that the project was successful in stimulating pupil interest in nutrition, in teaching basic nutrition principles, and in inducing the adoption of more healthful eating habits. Some of the more notable findings are summarized here and more fully documented in subsequent sections.

4) The Food Inventory analysis indicates that children made changes in their eating habits, reflected principally in an increase in "healthy helper" foods, but also in a trend toward improved breakfasts and a decrease in consumption of junk foods.

## EVALUATION DESIGN

The implicit model underlying the nutritional goals of the project is one in which the intervention leads to knowledge change which, in turn, leads to behaviour change. The evaluation was designed to look at each of these component processes and assist in determining which links in the chain functioned as planned.

Specifically, the **Intervention** (curriculum) was examined through the teacher monitoring forms, which point out strengths and weaknesses of each manual section. **Knowledge gain** in nutrition was assessed by the nutrition exam, which enable comparison of project and control groups both pre and post-curriculum. The 24-Hour Food Inventory served as a measure of dietary behaviour change. An additional Project objective, improvement in reading capability, was examined by a basic reading skills test.

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|---|---|---|---|
| Project Model: | INTERVENTION — | KNOWLEDGE GAIN — | BEHAVIOUR CHANGE |
| Evaluation Components: | TEACHER MONITORING FORMS | NUTRITION EXAM | FOOD INVENTORY AND TEACHER OBSERVATIONS |

1) Teachers reported that student interest in and learning from the curriculum was very high, and was in many instances translated into behaviour change;

2) The nutrition exam found that pupils in the project schools made modest (but statistically significant) gains in nutrition knowledge, while the comparison (control) group made no gain;

3) Reading test results suggest that students participating in the Project, made greater gains relative to pupils in the control schools;

The evaluation plan and instruments were developed in accordance with project time and financial constraints. The instruments and measures they produce should be regarded as "blunt" - to be taken as indicative of general processes and orders of magnitude rather than of precise measures. For example, the 24-Hour Food Inventory represents and effort to find a means of gauging behaviour change without extensive surveys, fieldworker visits, and involvement in complex analysis. It lacks the sensitivity of a more elaborate investigation, but it required relatively little consultant and staff time while providing an indication of the extent to which

dietary changes have been made.

The overall design of the evaluation involves comparison of pre-test and post-test scores in both project and control schools. Scores were obtained and compared in reading skills, nutrition knowledge, and dietary practice. Pre-test scores were collected in September 1986, and post-test scores obtained in February 1987. This means that we are looking at change over a five-month period, a short amount of time in which to induce knowledge and behaviour changes, particularly through an intervention which comprises only a small part of the regular curriculum. Teachers report, on average, about an hour per week spent covering the material.

Only about 1/4 of the 70 teachers completed all of the lessons by the time the post-test was administered. While it would have been optimal to wait until the end of the school year (June) to conduct the post-test, evaluation results were needed by March, the end of the project cycle, in order to examine evidence of the project's effectiveness. Evaluation results, therefore, represent conservative estimates of the impact of the materials.

## RESULTS

This section summarizes results from the reading skills test, the nutrition knowledge test, the 24-Hour Food Inventory, and teacher monitoring forms.

### Nutrition Knowledge Test

Testing focussed on fourth graders, since they had not had any exposure to the materials prior to the pre-test. Many of the fifth graders had covered some of the material during the previous year when their teachers were involved in developing the nutrition reader; of primary interest, therefore, are scores for fourth graders.

The nutrition exam consisted of twenty multiple-choice items. In order to minimize the effect of differential reading skill on ability to answer nutrition items, questions and their response options were read aloud one by one while pupils followed along on their written copies and circled their chosen answer as it was read.

Pre-test results show that the initial level of nutrition knowledge among pupils in the project schools was identical to that of pupils in control schools. (The subgroup of 5th grade project students, however, initially scored higher than 5th grade control students, most probably because of their prior exposure to the curriculum materials.) The following table breaks down pre- and post-test nutrition scores by various groups:

**NUTRITION PRE-TEST AND POST-TEST SCORES**

PROJECT AND CONTROL GROUP COMPARISONS

| Group | Pre | Post | Gain |
|---|---|---|---|
| All Project | 6.8 | 9.1 | + 2.3 |
| All Control | 6.7 | 6.5 | 0.0 |
| Project 4th | 6.4 | 8.9 | +2.5 |
| Control 4th | 6.8 | 6.3 | 0.0 |
| Project 5th | 8.2 | 9.6 | +1.4 |
| Control 5th | 6.6 | 6.6 | 0.0 |

WITHIN-PROJECT SCORE COMPARISONS

| | | | |
|---|---|---|---|
| Project girls | 7.2 | 9.8 | +2.6 |
| Project boys | 6.3 | 8.3 | +2.0 |
| Project 4-1* | 7.7 | 9.9 | +2.2 |
| Project 4> 1** | 5.4 | 8.2 | +2.8 |
| Project 5-1 | 10.3 | 10.4 | +0.1 |
| Project 5>1 | 7.3 | 9.2 | +1.9 |

* 4th grade, stream 1
** 4th grade, below stream 1

| READING PRE-TEST AND POST-TEST SCORES | | | |
|---|---|---|---|
| PROJECT AND CONTROL GROUP COMPARISONS | | | |
| **Group** | **Pre** | **Post** | **Gain** |
| All Poject | 7.8 | 11.1 | +3.3 |
| All Control | 10.0 | 10.9 | +0.9 |
| Project 4th | 7.0 | 10.6 | +3.6 |
| Control 4th | 10.8 | 12.3 | +1.5 |
| Projec t 5th | 10.7 | 12.8 | +2.1 |
| Control 5th | 9.1 | 9.6 | +0.5 |
| WITHIN-PROJECT SCORE COMPARISONS | | | |
| Project girls | 8.6 | 12.4 | + 3.8 |
| Projects boys | 6.9 | 9.5 | +2.6 |
| Project 4-1* | 10.5 | 14.0 | +3.5 |
| Project 4>1** | 4.5 | 8.2 | +3.7 |
| Project 5-1 | 13.9 | 16.5 | +2.6 |
| Project 5>1 | 9.3 | 10.3 | +1.0 |

* 4th grade, stream 1
** 4th grade, below stream1

Several observations can be made from these data.

1. Overall, pupils who were exposed to the nutrition curriculum scored an average of 2.6 more questions correct (out of 20) than did pupils in the control schools (difference between project and control post-test scores). This is a modest but statistically significant gain .

2. Girls tended to learn more from the curriculum than did boys.

3. Although stream 1 (1) students achieved the highest absolute scores, those pupils below steam 1 tended to make greater gains over the five months of exposure to the curriculum than did stream 1 students.

A breakdown of nutrition scores into three content areas - food groups, food roles, and proper food hygiene and habits - shows the most improvement in the area of food roles (e.g., what Vitamin A does, why iron is important), although scores are difficult to interpret since less than half the students covered the last lessons which concentrated on food hygiene. It appears that the least progress was made in enabling students to classify food into groups.

**Reading Test**

A 30-item reading exam was developed to test skills in word decoding, word recognition, and comprehension. The following table summarizes overall reading test scores for various groups:

While post-test reading scores are equal for the project and control groups, the pupils in the project group began the school year with lower reading scores and appear to have caught up to their counterparts in the control schools. That is to say, the data suggest that children in the pilot schools made greater gains in reading ability than did children in control schools.

(1) many primary scools in Jamaica "stream" their students, that is, they divide them into classes by ability. Stream 1 students are the fastest learners for their grade.

**Behaviour Change**

In order to learn whether students had changed eating habits as a result of the curriculum, a 24-hour food inventory sheet was developed. This instrument asks, by means of a checklist, for pupils to record everything they have had to eat or drink in the past 24-hour period. The checklist is grouped into breakfast, lunch, dinner, and snack foods/drinks. Since the instrument depends upon a child's recall over a 24 hour period, it is likely that it is not highly reliable, although it should give an idea of general trends in kinds of foods consumed. Three areas were targeted for analysis: quality of breakfast, balance of foods eaten, and junk food eaten.

On the basis of what a child reported eating for breakfast, the child was categorized in the following manner:

0= no breakfast, or tea/coffee only
1= bread or dumpling (with or without tea/coffee) only
2= food from two groups consumed
3= food from all three groups consumed

For analysing to what extent children have a well-balanced diet over the course of the day, coders checked the appropriate column when a child had eaten a "Go Food", or a "Healthy Helper Food". A column for "junk food" was also included.

The following table shows percentages of pupils in the groups and in the control group which fell into each category.

**SUMMARY OF 24-HOUR FOOD INVENTORY**

| | Breakfast | | | | Go | Grow | HH | Junk | Nº * |
|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | | | | | |
| PROJECT : Pre | 3% | 37% | 50% | 10% | 99% | 95% | 39% | 69% | 282 |
| Post | 2% | 25% | 62% | 12% | 99% | 95% | 58% | 60% | 328 |
| CONTROL: Pre | 4% | 36% | 40% | 20% | 99% | 95% | 38% | 65% | 115 |
| Post | 1% | 32% | 47% | 20% | 98% | 96% | 45% | 62% | 101 |

* The number of children comprising each pre and post-group does not correspond precisely to the number of children tested. Stream 3 children were omitted from this exercise, as they are non-readers and had difficulty marking the form. Other forms which were obviously unreliably filled out (for example, where all foods were checked) were also excluded from the analysis.

The data suggest a moderate shift from breakfast consisting of only tea and dumpling (the "1" category) to the addition of another food (the "2" category) to the morning meal.

The most dramatic difference appears to be in the increase in consumption of "healthy helper" foods among children who were exposed to the curriculum. Prior to the nutrition lessons, 39% of the Project students reported eating fruits and vegetables, while 58% did so at the time the post-test was given. Consumption of these food among children in the control group appears to have also risen, but by only 7% (from 38% to 45%).

The data show evidence of a decline in the amount of junk food the children are now consuming.

**Teacher Feedback via Monitoring Forms**

Teacher were asked to provide feedback on individual lessons in the nutrition reader, rating and commenting on such issues as importance of the topic, clarity of presentation, student interest, etc. Teachers could indicate their rating on a scale of 1 - 5 to facilitate reporting and comparison among lessons. Rating averages are presented in the following table.

**TEACHER LESSON RATINGS**

| Question Nº | 1 | 2 | 3 | 4 | 7 | 9 | 10 | Nº |
|---|---|---|---|---|---|---|---|---|
| Food Groups | 3.1 | 3.8 | 3.2 | 4.2 | 4.2 | 3.1 | 2.9 | 61 |
| Balanced Meal | 3.2 | 3.9 | 3.1 | 4.1 | 4.0 | 3.1 | 3.0 | 59 |
| Junk Food | 3.2 | 3.6 | 3.1 | 4.1 | 4.1 | 3.0 | 2.9 | 55 |
| Anaemia | 3.1 | 3.5 | 3.1 | 4.0 | 4.0 | 3.7 | 2.9 | 45 |
| Breakfast | 3.3 | 3.7 | 3.0 | 3.7 | 4.0 | 2.8 | 2.8 | 36 |
| Vitamin A | 3.2 | 3.7 | 3.0 | 3.9 | 4.0* | 2.9 | 2.8 | 42 |
| Sugar | 3.1 | 3.5 | 2.7 | 4.0 | 4.4* | 3.1 | 2.7 | 28 |
| Breastfeeding | 3.1* | 3.6* | 2.9* | 4.2* | 4.5* | 2.9* | 3.0* | 17 |
| Stages of life | 3.1* | 3.4* | 2.9* | 3.6* | 4.1* | 2.8* | 3.0* | 12 |
| Keeping Healthy | 3.0* | 3.9* | 3.1* | 4.1 | 3.8* | 3.3* | 2.8* | 14 |

*Fewer than 20 teachers filled out ratings and therefore sample may be biased.

**QUESTION KEY**: Refer to Lesson Evaluation Form for the full text of the questions and for scaling. In abbreviated form, questions are as follows:

1) How appropriate/important is this topic for your students?
2) How clear is the presentation of the topic?
3) How appropriate is the level of the reading and vocabulary?
4) How interested were students in this topic?
7) How useful were the activities suggested in the reader and Teachers Guide?
9) How much preparation time was necessary to present the lesson?
10) Did the Guide provide enough background information?

A few observations can be made from these ratings. Almost all teachers remarked that the children demonstrated considerable interest in the material, and that they themselves enjoyed teaching it. Quite a few teachers thought that students could absorb more information, especially, students in stream 1 or stream 2. Similarly, a number of teachers would like to have had more background nutrition material themselves as a preparation for teaching.(1) The comic format especially appealed to slower readers, the stories to more advanced pupils.

Perhaps most importantly, the behaviourial trends suggest by the Food Inventory analysis are corroborated and brought to life by comments made by the teachers in the final evaluation form, which asks what impact the nutrition materials have had on the children and if there is any evidence that eating habits have actually changed. These comments were consistently positive; they included reports of students bringing fruit to school for snacks , of children informing parents that they need to have food from all three groups, of pupils forming delegations to urge vendors to sell more healthy snacks, of children now eating foods they used to avoid (especially vegetables), and of more pupils eating in the canteen, where they can get better food; than from vendors. A compilation of these interesting and encouraging verbatim comments appears in Appendix A.

(1) It should be noted that one objective of the Project was to be able to introduce nutriton information into the primary school without large investments in nutrition training for teachers.

## APPENDIX A

### PROJECT IMPACT ON BEHAVIOUR

### VERBATIM COMMENTS FROM TEACHER EVALUATION FORMS

• Children stated explicitly that they are now eating food such as vegetables and drinking milk. They have also informed their parents about the nutrition programme in the school and as a result have been getting a better diet at home.

• I think the nutrition information helped most of the children because it is reflected in their behaviour at break time and lunch time. Although some of the children continue to feed on junk food, the majority try to use nutritious food in their daily intake.

I think nutrition practices were changed in the home because these students told me that they told their parents and their parents said they would try to include some nutritious food that they hadn't been receiving.

• I think the information gained will have a lasting impression... Certainly parents have complained that children are refusing to have certain meals, saying they are junk or they are not getting any healthy helper foods today. Children in my grade are reminding their parents what to buy and include in a meal.

• From questioning the children in the morning before discussing the lesson, children said they try to have a balanced breakfast because they don't want to be like "Micky". One can also notice that they prefer to buy an orange or ripe banana to a suck-suck, now that they realize what are "junk foods".

• The children have been discussing with each other what they have been eating each day. So this is to say now they know the groups of foods, they are discussing with their parents what they should eat.

Some childrean have reported that they have not been getting sweets from their parents. They have been getting vegetable salads and lots of fruits.

• The pupils were greatly influenced by this nutrition programme. Pupils now talk about the foods that make up each food group even at lunch time as they do their purchasing. They often ask questions on the various foods they eat at break and lunch time. It helps them to start eating some of the foods they never ate, eg., cheese.

• Some nutrition practices have been changed as a result of materials and messages.

1. Pupils report eating things they don't generally eat or like, eg. callaloo, carrots, and cabbage.
2. Have taken part in planting backyard gardens and eating from them.
3. Parents report that children question them re balanced meals and often instruct them on what they should have.

• Not a lot of impact on behaviour has been affected. I have noticed that they still buy cheese trix, suck-suck. etc. They are, however, aware of the values of certain foods. Parental assistance would be needed for childen to obtain the proper diets.

• Because the children know nutritious foods, they are able to tell their parents what to buy when they go to the market.

• They have started to eat healthy snacks instead of junk foods. Changes can be seen in the quality of lunches they have taken from home.

• Some pupils have ceased eating so many sweets at break time and have started eating fruits instead.

Pupils sometimes bring cheese and milk for lunch.

• It gives them more ideas and challenges them to eat right. Most of them now know what a balanced diet is and the number of them eating at the canteen has grown significantly.

• Some refuse to buy junk foods after having discussions. Some children stated that things they did not eat, eg., vegetables, they are now eating.

• There was a child who was always

sleeping, so one day I asked her what she had for breakfast. She said "fried dumpling and tea". I stopped the lesson I was doing and discussed the easiest nutritious breakfast they could have. I then gave her a message to take home. Since then I have noticed that she doesn't sleep so much in class.

• Children were clear about the use of different food. They took home information. Parents also benefitted.

Parents were informed but because of parent's status in life they are unable to do better.

• The nutrition information had a great impact on the students. Some have showed a great change in their eating habits. Others were quick to point out junk food when pupils bought it.

A small number of students carried lunch to school. One child in particular has been provided with a good lunch daily. I can recall that this was not the case before the programme started, therefore I think that some of the parents are aware of the importance of a balanced meal to a growing child.

• The pupils became interested in having a balanced diet. They remarked that they told their parents they should have a healthy helper at every meal, even some cherries or an orange.

I invited the parents and told them inexpensive ways of having a balanced meal. They decided to try. I asked the pupils sometimes what they had for breakfast, etc. One child mentioned that his mother did not know about nutrition until I invited her.

• The children changed their lunches and snacks. If a child goes out and buys junk food, the others laugh and say "Boy, you must not eat too much junk food". Junk food has been completely wiped out and the children are now spending their money on nutritious foods. A child told me that he helped his mother to plan a balanced diet, and he no longer suffers from anaemia.

• The children are more aware of the importance of a balanced diet. They try to cut out junk foods and eat more fruits at break time.

Children told their parents about the types of foods that they should eat. A child told me that after telling her parents about it, she took more care in planning the meals with the right types of foods.

• The nutrition information has had an overwhelming impact on the majority of children. This can be observed in their frequent reference to the term "junk food" and the decline in sales of snacks like cheese trix, police buttons, "toto", suck-suck and sweets.

We get feedback at P.T.A. meetings and the sellers on the schools compound report a drop in sales. On two occasions parents hinted that there was a problem at home as children were saying meals prepared were neither "Go Food", "Grow Food" or "Healthy Helpers"

• I think it has instilled in the children an awareness of eating properly... I do not really know if nutrition practices have changed as there is no particular evidence of this.

• With the vendors on the schools compound less selling goes on as far as the junk food is concerned, as children are now conscious about the food they eat.

We are somewhat aware of what happens at schools but not at home.

• I think nutrition practice in the home have changed. The children are more knowledgeable and they are helping their parents to choose wisely. They point out the food groups to their parents.

• This has had a great effect on them as sometimes they speak about junk foods and balanced meals.

...Some pupils said that they told mothers not to give them Go Food alone as they need Grow Food and Healthy Helpers.

• Parents spoke about things that they use when others become too expensive to buy.

• Practices changed in a few homes, i.e., parents who can afford it; e.g., it was evident in the lunches they took in their lunch boxes, instead of cheese trix they took rice, chicken, buns, cheese, etc.

• Some pupils started taking oranges to school to eat during break time rather

than the normal junk food.

• It had a great impact on them, as some of the children at break time were seen having or eating fruits like oranges or tangerines.

Maybe just a few practices were changed with a few parents. One parent commented that her boy came home and told her not to give him any trix or sky juice, he wants fruits and milk.

This should be introduced to parents, although some children have cut down on junk food intake.

No I don't think nutrition practices in the home were changed. Children can't control what their parents prepare although they tried to educate them.

• Pupils have conveyed the nutrition message to their parents. One pupil said, "Teacher, when Mama has no meat, she now cooks callaloo instead of giving us the food with oil on it".

• The children became aware of the nutrients found in foods and the importance of a balance meal, not merely of a full belly. Many, for the first time, were exposed to "eating right".

More children are encouraged by parents to eat at the canteen instead of buying the "junk foods" from the igglers at school.

• Using my home as an example, I have seen where my children try to give their ideas to add to my ideas in food preparation. I sometimes change to suit them.

• The children are more aware of proper nutrition and so they tend to be more choosy in the food they eat. The problem is that they don't have the stimulation from the places where they buy the food.

...There needs to be more contact with the parents and have even one seminar with them or maybe address them on the topic.

• Many of the children are now seeing the importance of eating proper meals. Many now eat at the canteen and some bring meals from their homes. Some have started small gardens.

• The children are more aware of the kinds of food necessary for their health. We have seen improvements in the type of foods they purchase at break, and some of them take advantage of the canteen. Most of them look healthier but we are not sure to what extent it has reached the homes.

The pupils report that they are not eating foods, eg., certain kinds of vegetables, which they were not accustomed to eating. Although we have stressed the importance of the three food groups at every meal, we are not sure to what extent this is working at home.

•...Some of them said that they started eating and drinking some of the vital things they did not want to eat, eg., porridge, milk, cabbage, callaloo, etc.

• No. Economic conditions and the high cost of living has not allowed the parents to provide adequate meals. Because most children are not accustomed to eating certain vegetables, eg., pak-choy, pumpkin, and carrots, they find it hard to eat now.

• Pupils became more aware of the kind of foods they should eat, what to buy at break time, and many more bought the cooked lunches from the canteen.

A few pupils said that they planted vegetables and ate them, though they do not like the taste of some.

• No. Most parents feel that for a meal to be nutritious it has to cost them plenty of money. On the other hand most of the nutritious foods are those that parents and children do not like.

• Children have refused to buy junk food. Parents have hinted that they have to be more careful when planning a menu, as children are demanding balanced diets.

• Yes, nutrition habits have changed. This was clearly brought out at P.T.A. and from vendors.

• The children who did not eat certain foods started doing so, and I realized that some weak and sleepy ones started doing better in class. They also stopped purchasing junk foods and started buying ice cream and milk drinks. Some even started taking fruits with them to eat every day.

• Some refuse to buy sweets now.

# OREALC ACTIVITIES

## REGIONAL NETWORK FOR TRAINING, INNOVATION AND RESEARCH IN THE FIELDS OF PLANNING AND ADMINISTRATION OF BASIC EDUCATION AND LITERACY PROGRAMMES
## - REPLAD -

### I. Regional Meetings

a) Second Meeting of the Regional Network for Training, Innovation and Research in the Fields of Planning and Administration of Basic Education and Literacy Programmes (San José, Costa Rica, 2-7 November 1986).

The Second Meeting of REPLAD was held in San José, Costa Rica, between 2 - 7 November, 1986. The aims were to examine the development of the training and research activities carried out during the Network's first year in existence in the context of the priorities of the Regional Plan of Action of the Major Project; to analyze objectives and to suggest methods and instruments for evaluating these activities; and to programme together new training, research and innovation measures.

The basic working document, "Regional REPLAD Network: Activities 1985-1986. Suggestions for evaluations" was sent by OREALC to all the participants prior to the meeting. Each one of the 25 participants institutions also contributed with valuable information on their respective experiences in the fields of action covered by REPLAD. These experiences were presented in the plenary session and are included in the Meeting's Final Report.

The main subjects of the Agenda (evaluation, formation of trainers and research) were analyzed in three working groups, each of which presented its own report. These are also inluded in the Final Report of the Meeting. Lastly, the participants drew up recommendations and project proposals to be developed jointly. Four priorities for REPLAD's action in the fields of educational administration and planning emerge from the projects for programming drawn up by the Meeting.

These are: the training and formation of planners and administrators; research to assist in planning and management; production of materials; exchange of information and experiences. The Meeting put forward specific recommendations on the basis of the above priorities, from which the following needs emerge:

- To promote and consolidate the establishment of specialised Exchange and Co-operation Networks at a national level, with the aim of promoting co-ordinated training, innovation and research measures within the countries.

- To establish a mechanism for providing systematic information in order to facilitate the exchange of experiences and the development of the Network's activities (this section of the Bulletin attempts to achieve precisely this objective).

• To promote in-service training and refresher courses for personnel in research programmes.

• To disseminate experiences in distance learning and to carry out research to maximise the benefits of this methodology.

• To consolidate a programme of tutorials and study visits.

• To promote a Regional Programme for the Formation of Educational Administrators and Planners.

• To evaluate activities developed within the framework of REPLAD.

Finally, the participants formulated 54 specific project proposals, which are the following:

26 projects on training, formation and the formation of trainers; 14 projects on research; 3 projects on the production of teaching materials; 11 projects on the exchange of experiences.

Of these proposed projects, 16 are regional 3 are sub-regional, 25 are national and 4 are inter-institutional.

Thanks to contributions from budgetary and extra-budgetary sources available to OREALC, a significant number of these projects are already being carried out. Below we give an account of the most important of these.

b) Regional Consultation on Educational Research and Decision-making in Latin America (Lima, Peru, 11-15 May, 1987).

The Regional Consultation on Educational Research and Decision-making in Latin America organized jointly by OREALC and INIDE was held in Lima between 11-15 May, 1987. The aim of the meeting was to analyze the results of the regional survey on educational policies and research carried out by Unesco, to draw up recommendations on research and decision-making and to analyze the priorities in educational research in the region.

Officials responsible for educational policy from Argentina's General Directorate of Educational Planning, the Brazilian National Council for Scientific and Technological Development, the Vice-Ministry of Education of Guatemala, the Mexican General Directorate of Educational Programming, and the Peruvian Office of Budgets and Planning took part in the Consultation, as well as Directors and co-ordinators from the following national research centres: Institute of Educational Sciences of the University of Buenos Aires (Argentina), National Institute of Educational Studies and Research, INEP (Brazil), Educational Research Centre of the Ministry of Education (Costa Rica), Centre for Research and Development in Education, CIDE (Chile), Research and Development Programme of the University of Monterrey (Mexico) and the National Institute for Educational Research and Development, INIDE (Peru).

The following principal documents were made available to the participants:

• 8 countries' responses to the Questionnaire sent out by Unesco.

• Educational research in Latin America and the Caribbean in relation to the objectives and priorities set out in the Major Project in the Field of Education.

Research and decision-making in education in Latin America and the Caribbean. (Document prepared by Gonzalo Gutierrez based on answers to the International Survey given by countries in the region).

The Final Report of the Meeting, to be published shortly, includes documentary information presented by the participants about their respective institutional experiences, as well as conclusions and recommendations coming out of a group and plenary work. Of these conclusions and recommendations, the following should be underlined:

a) The contribution of research to modifying educational policies in Latin America has been small, and prognostics indicate that it will become still weaker. This is a product of historical factors, the presence of various inhibitors in the spheres of science and education, the lack of a policy favouring links between research an decision-making and the existence of different conditions and different research-producing centres with no connections with one another.

b) The underlying assumptions and hidden agendas of researchers and decision makers also have a bearing on their disarticulation and the lack of communication between them.

c) The probability of

research being used in the implementation of educational policies depends not only on the product but also on the research process.

d) With a view to counterbalancing the tendencies mentioned above, the participants in the consultation proposed the following strategies, among others:

- the search for thematic coherence between researchers and decision makers;

- elaboration of research programmes for the short- and medium-term;

- encouragement for participation by the various actors, with a view to obtaining a minimun consensus;

- assumption that all research is always done within a political context;

- to make the priority areas of educational research those defined in the "Recommendations on priorities for action" formulated by the II Meeting of the Regional Inter-governmental Committee of the Major Project (Bogotá, 24-28 May, 1987);

- to make researchers aware of the need to identify their priorities by analyzing these in the context of the priorities arising out of the national education policy;

- creation of favourable conditions to win a commitment from decision makers at all levels to use research as a source of information prior to reaching decisions.

e) The participants also drew up concrete proposals on how to implement these strategies:

- Inducement the sensitivity of professionals so that they are able to recognize a minimum consensus;

- increasing institutional budgets dedicated to research;

- establishment of flexible criteria to facilitate the production of research. This research should comply with certain basic standards of quality and should take into account the methodological needs arising from the problem under consideration.

f) With respect to the formation of researchers, the Consultation drew up concrete proposals which range from a greater sensitivity to research, to the training of teachers, planners and administrators and the preparation of professional researchers. The details of these proposals will be included in the Final Report of the Consultation.

g) The participants listed the subjects for research which the group considered most relevant and appropriate given the priorities of the Major Project:

i. in relation to the objective of generalizing basic education:

- the situation with respect to the repetition of grades and drop out rates;

- education of underprivileged groups;

- demands for education coming from the community;

- internal coherence and congruence of basic education (pre-school, primary and secondary);

- linguistic and cultural aspects which may hinder mobility within the educational system;

ii. in relation to the objective of eradicating illiteracy:

- experiences in initial educational (0-4 year old children) through family training;

- adult education in under-privileged groups;

- adult education with a view to increasing social and political participation.

iii. in relation to the objective of improving the quality of education:

- evaluation of the social reality in which the school system is inserted, and the way it is inserted within this social reality;

- evaluation of different patterns of decentralization and regionalization of education and their effect on education;

- curriculum for marginal social sectors (education for democratization, productive work, encouragement of creativity, written thought);

- teaching perspectives and attitudes in relation

to processes of change;

• impact of endogenous and exogenous variables on the role of the teacher;

• state of research on national experiences of improvement in the quality of education;

• incidence of socio-cultural expectations on the quality of education;

• socio-linguistic and socio-cultural problems;

• effects and uses of social communication in education.

Complementary recommendations were made to carry out research on the following subjects:

• factors standing in the way of change in the educational sector;

• the way decisions arise and take shape in the educational sector;

• what society thinks about the education system and which changes are not possible.

h) The Consultation also proposed various formulae for a better exchange and dissemination of the results of research and, lastly, it formulated some proposals on the financing of research.

## II. Formation and training

### a. Formation of teachers in the planning and administration of education

During the last quarter of 1986 Mrs. Silvia N. de Senén González, Head of Social Services of the (Federal Council of Investments of the Argentine Republic- Consejo Federal de Inversiones de la República Argentina) made an observation and study tour of Argentina, Brazil, Colombia, Costa Rica, Chile, Mexico and Venezuela, on a mission on behalf of OREALC, with the following aims:

• To contribute towards the efforts made by member Institutions of the REPLAD Network to fully use their human potential in the area of reference within the framework of the Major Project in the Field of Education.

• To contribute to the study of institutional capacity for the formation and training of educational planners and administrators in the region.

• To contribute to identifying the quantitative and qualitative needs of member Institutions of the REPLAD Network and of other national institutions in relation to the formation of trainers in educational planning and administration.

During her 37-day trip, Mrs. de Senen interviewed 30 teachers and researchers from universities and study centres and 15 officials from Ministries and Departments of Education.

Basing herself on the complex and valuable documentation obtained, the specialist prepared the document "Formation of Trainers in Educational Planning and Administration. Some institutional experiences". In the first part of this document the 18 institutions visited are described, and their training needs identified. The training already on offer is detailed under the following headings: institutional characteristics, enrolment, teachers, contents, support for training.

The second part sets out the main conclusions, taking the following subjects into account: The way training needs are assessed, the way programme objectives, contents and the programme's clientele are defined; main thematic orientations; renewal of approaches; relationship between institutions and educational planning departments; information about graduates; resources used; role of national networks and REPLAD.

Some recommendations are included in the third part, the main one being the proposal for the introduction of a Programme for the Formation of Trainers in the fields of Educational Planning and Administration.

The study prepared by Mrs. de Senen will constitute the basic working document for the meeting about the formation of trainers which will take place at the end of this year, within the framework of the REPLAD Network.

### b. First Seminar on the training of educational administrators and planners (Montevideo, 26-28 November, 1986).

This Seminar was held in Montevideo from 26-28 November 1986 in coordination with the (Instituto Magisterial Superior de Uruguay -Uruguayan Higher Ins-

titute of Teaching).

Among the participants were 75 representatives and specialists from the Central Directive Council for the National Administration of Public Education, from the Councils of Primary, Secondary and Technical-Professional Education, from Institutions and Centres for Formation and Research, and from Municipal education organizations. Among the results obtained were the following:

- Design of a National Plan of Training in Administration and Planning for middle level authorities working in primary, secondary and technical-professional education and distance teacher-training, marginal urban and rural areas.

- Agreements on the operational structure and organization of the REPLAD Network at a national level.

The results of this Seminar commit the support of the various organizations which make up the National Administration of Public Education and, in particular, of the Higher Institute of Teaching to making operational in the near future both the National Plan for Training in Administration and Planning, as the Uruguayan National Exchange and Co-operation Network/REPLAD.

**c. II Seminar-Workshop on training administrators and supervisors for adult education programmes in Panama. (Panama, 26-30 January, 1987)**

This II Seminar-Workshop, organised by ICASE, was held in Panama from 26-30 January 1987 with the aim of initiating the training of planners, adminstrators and supervisors for adult education programmes. Among the participants were 53 officials and specialists in adult education from the Ministry of Education, from de-centralized organizations in the education sector, from the University of Panama and from other sectors linked with adult education.

The participants analyzed in detail the content of 8 modules which form part of the package of multi-media materials produced jointly by OREALC and SECAB for the training of local education planners, administrators and supervisors. They formulated recommendations for the adaptation of these to local social conditions in the framework of the projects that Panama is promoting or seeks to promote in the field of adult education. During this meeting two modules were added to the 8 original modules by the Ministry of Education of Panama, one on the function of the social promoter and another about the method of generating words. The observations formulated by the Seminar for the purpose of adapting training materials as successfully as possible to national conditions, refer both to presentation as to their objectives, contents and bibliography. The assessments and recommendations emerging from the analyses carried out during the Seminar will be of great use in the programming of future training programmes.

**d. Strengthening of the capacity for planning and administration within the framework of the Major Project in the field of Education in Central America and Panama.**

Within the project of Unesco/Spanish Government 514/RLA/11, the Ministries of Education of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama have proceded recently to draw up national projects for the distance training of planners, administrators and supervisors of Programmes of primary education and literacy at the local level.

Amongst the first tasks carried out in order to be able to initiate this activity was the identification of the member or potential member institutions of REPLAD responsible for the administration and guidance of the training process and the identification of responsibilities to be taken and the support to be given by other institutions. As a basic resource for this project the package of Materials for the Training of local-level Planners, Administrators and Supervisors of Education, elaborated jointly by Unesco/OREALC, SECAB and SENA with the financial support of the Spanish government was used; and in addition the preparation of complementary materials was started in each country, taking into account the respective national characteristics and needs. On the other hand all national projects include a component of evaluation of training which is being carried out with the support of a specialist in this area.

**2. Other training projects under way**

Training projects for planners and/or administrators of education are also being started or programmed with the cooperation of OREALC in the following countries:

**Bolivia**: Workshops for the training of planning personnel in techniques of micro-planning.
National institution responsible: Dirección General de Planificación Educativa, La Paz.

**Chile**: Training project for administrators, planners and supervisors of education at the local level in the 10th Region. Number of participants: 135.
National institution responsible: Centro de Administración Educacional - CAE-, of the University of Concepción.

**Ecuador**: Plan of distance training of local educational administrators, to be carried out over one year. Number of participants: 500
National institution responsible: Dirección Nacional de Capacitación y Perfeccionamiento Docente of the Ministry of Education -DINACAPED.

**Honduras**: National plan of training for directors of adult education in techniques of planning, management and evaluation.
National institution responsible: Dirección Nacional de Alfabetización y Educación de Adultos.

**Mexico**: Inter-state plan of distance training for administrators of basic education and literacy programmes in marginal urban and rural areas of the States of the North-West of Mexico.
National institution responsible: University of Monterrey.

**III. Studies and Research**

**a. Research on factors of retention and/or dropping out in literacy programmes**

As a first result of research on factors of retention and/or dropping out in literacy programmes (PLANALFA) of Honduras, the Special Programme of Citizens' Education (PEEC) of the Dominican Republic, and the National Service of Literacy and Popular Education (SENALEP) of Bolivia, being developed in the framework of the REPLAD network, the following national studies have already been published:

**Bolivia**: Servicio Nacional de Alfabetización y Educación Popular. *Research Project on retention and/or dropping out in Literacy Programmes in Bolivia.* La Paz, Bolivia, Ministerio de Educación y Cultura, 1987. 105 pages.

**Honduras**: Direción General de Alfabetización y Educación de Adultos. *Factors of retention in Literacy in PLANALFA, Research Report.* Tegucigalpa, Honduras, Ministerio de Educación Pública, February 1987. 87 Pages.

**Dominican Republic**: Dirección General de Educación de Adultos. *Special Programme of Citizens' Education. Study on factors related to the dropping out and retention of the illiterate adult in the Special Programme of Citizens' Education --PEEC. Final Report.* Santo Domingo, Dominican Republic, Secretaría de Estado de Educación, Bellas Artes y Cultos, November, 1986. 97 pages.

The University of Monterrey (Mexico), the institution which coordinated this research of regional relevance is preparing a report summarizing the main results obtained.

**b. Other studies and research in progress**

The following research is under way:

- Educational policies and plans applied in processes of transition to democracy in countries of Latin America. Case studies: Argentina, Brazil and Uruguay.

- Impact of adult education plans and programmes. The following participate in this research: SENALEP from Bolivia, DINACAPED of Ecuador, Dirección General de Alfabetización y Educación de Adultos of Honduras, Dirección General de Planeamiento de la Educación of Panama, Programa Especial de Educación Ciudadana of the Dominican Republic and the University of Monterrey (Mexico).

The following studies are also being carried out:

- Diagnosis of Educational Planning in Bolivia.

- Analysis of Innovating experiences in rural

areas, in the field of primary education in Latin America and the Caribbean.

• Effects of the process of economic adjustment on education in Latin America.

• Research on education and decision-making in Latin America.

**IV. Teaching Materials**

**a. Packages of Multimedia Materials for Training of Planners, Administrators and Supervisors.**

The evaluation and validation of the Package of Multimedia Materials elaborated jointly by OREALC/ Unesco, SECAB, and SENA with funds from the Spanish Government is continuing, in the context of the activities of training which occur within the REPLAD Network.

Material already analyzed is being translated into French and English, for use in the english-speaking Caribbean countries and in Haiti. A second edition of the Spanish version has also been published, at the request of the Central American countries and Panama.

**b. Production of a module for distance training in educational research**

A module for distance training in educational research is being produced with the participation of 8 member institutions of REPLAD and under the coordination of the University of Monterrey. This activity has been initiated with a diagnostic study of training needs and interests, after which a Workshop will be carried out in Panama in order to define the strategies of training. The material produced will be validated before proceeding to its publication. The aim is a multimedia package which, besides printed material, will contain supporting cassettes, video-cassettes and diskettes.

**V. Horizontal Cooperation between member institutions of REPLAD**

Under the agreements for the exchange of specialists and experiences signed by member institutions of REPLAD, the following activities were carried out:

**a. Visit by a specialist of the State Distance University - UNED - (Costa Rica) to the University of Monterrey (Mexico). (17th-28th November, 1986).**

With the aim of observing experiences of literacy carried out in the state of Nuevo León (Mexico) in order to determine the viability of a distance literacy programme in Costa Rica, Mr. Juan Humberto Cevo, Director of Academic Planning of UNED visited Monterrey from 17th to 28th November 1986.

The initial aim was amply overcome given that Mr. Cevo saw not only the experimental model being carried out by the University of Monterrey, but also the literacy programmes under way in the state of Nuevo León. In fact, thanks to the hospitality of the University of Monterrey Mr. Cevo was able to study in particular and to analyse in depth the following experiences:

• Organization, strategies of operation, modalities and work methods of the Instituto Nacional para la Educación de Adultos -INEA- - in the state of Nueva León. Particularly valuable informations were offered by the local representatives of INEA about television, radio, group and individual methods of literacy and about the application of the method of the generating word.

• Evaluative diagnosis of the process of literacy teaching by television in the state of Nuevo León (Mexico) research carried out by the Programme of Educational Research and Development of the University of Monterrey.

**b. Visit by a specialist from the Instituto Magisterial Superior -IMS - (Uruguay) to the Universidad Estadual de Campinas (Brasil). (20th to 31st Oct. 1986)**

Mrs. Alba Rodríguez Báez, from the Instituto Magisterial Superior, visited Sao Paulo (Brazil) with the aim of observing the work of the Universidad de Campinas in the field of adult education in order, on the basis of these experiences, to discuss the role of higher education in relation to the different methods of adult education and in order to elaborate a design for research in this field and a training programme for personnel in

charge of adult education.

On this occasion Mrs. Rodriguez covered an intense programme of conferences and exchanges of opinions with teachers and students from the Universidad Estadual de Campinas, from the Pontifice Catholic University of Campinas, from the Methodist University of Piracicaba, from the Universidad Estadual Paulista of Araraquara, from the Universidad Estadual Federal of San Carlos and from the EDUCAR Foundation.

**c. Other programmed activities**

The following visits have been programmed to take place during the next months:

- Visit by a specialist from the Federal Council of Investments (Argentina) to the General Educational Planning Department of Bolivia, to give support in the area of Regionalised Educational Planning and School Letter.

- Visit by a specialist from the Federal Council of Investments (Argentina) to the Universidad de Brasilia. Areas: Inter-jurisdictional relationships in education, assessment of experiences in regionalisation and nuclearisation.

- Visit by a specialist from the Universidad Estadual de Campinas (Brazil) to the Universidad del Valle (Cali, Colombia). Area: formation of educational administrators.

- Visit by a specialist from the Universidad de Brasilia to the Federal Investment Council (Argentina). Area: Asessment of educational innovations.

- Visit by a specialist from the Universidad del Valle (Cali, Colombia) to the Universidad Estadual de Campinas (Brazil). Area: Formation of planners and administrators in education.

- Visit by a specialist from the Universidad de Concepción (Chile) to CARNEID (English-speaking countries of the Caribbean). Area: Educational administration.

- Visit by a specialist from the CAE, Universidad de Concepción (Chile) to the Instituto Magisterial Superior, to support - the incorporation of computers to the processes of educational administration.

- Visit by a specialist from CARNEID (English-speaking Caribbean) to CAE, Universidad de Concepción (Chile). Area: Administration of education.

- Observation visit by specialist from the Instituto Magisterial Superior - -IMS- (Uruguay) to CAE. Area: Computing applied to educational management.

**VI. National networks of Exchange and Co-operation in planning and administration of education.**

Following the recommendations formulated in the various meetings of REPLAD, two new countries, Colombia and Costa Rica, are also promoting activities to constitute their own National Networks of Exchange and Co-operation in the fields of planning and administration of education. With this aim both the Universidad del Valle (Cali, Colombia) and the General Educational Planning Department of Costa Rica have already programmed national workshops which will formulate proposals in this respect.

## REGIONAL NETWORK FOR THE PREPARATION, TRAINING AND FURTHER TRAINING OF TEACHERS -PICPEMCE-

### 1. Pilot Project on Physical Education, Nutrition and Heath

The University of Costa Rica has agreed to carry out a pilot project on the above-mentioned areas, sponsored by OREALC. This project will be based on the ideas presented in the document, "Education for Movement" which was drawn up during a discussion held in Guatemala last October as part of an activity organized jointly by OREALC and the Instituto de Nutrición de Centro América y Panama- INCAP. The Pilot Project will be carried out in the second half of 1987 and will be the first experiment of its kind, combining inter-disciplinary and intersectoral measures with activities for people from low-income sectors, in which a community education methodology will be used. The School of Education, the institution which is the PICPEMCE Network's "local point", will be responsible for coordinating this Project.

### 2. Seminar on "Educational Methods in adverse conditions"

A seminar will be held between 16-19 June 1987 in the city of Mar del Plata, Argentina, which will initiate an examination of the different "adverse conditions" which educational work may come up against. This study is part of the activities of the PICPEMCE Network, which has made this issue one of its "principal lines" of concern, given the importance of teacher training centres and advanced training services becoming aware that it is necessary to examine to this subject and study techniques that have proved in practice their effectiveness in dealing with particular kinds of "adverse conditions".

There will have to be a long period for collecting information on different experiences, for classifying and extracting the methodological aspects from anecdotal material. This task should be tackled by the members of the Network jointly, since its results will benefit the whole community. The seminar will establish guidelines for going further into this subject in PICPEMCE in the future.

### 3. Pilot projects on Museums and Education

On the basis of the ideas which came out of the seminar on "New educational approaches in museums' activities" (Rio de Janeiro, November 1986), contacts have been made with teacher training centres in three countries in the PICPEMCE Network, in order to put the proposed project into practice with the support of OREALC. This project takes an interesting approach, which seeks to discover new educational possibilities in museums and their activities, and seeks to stimulate an appreciation of the native culture, as a basis for the educational process. These projects, which comply fully with the spirit of the Major Project, of course seek viable ways of improving the quality of education.

### PICPEMCE NEWS IN BRIEF

• Between 18-21 January a Seminar-workshop on "Universities' Experience in teacher training" was held in Caracas, Venezuela.

• Interest in PICPEMCE is growing in many areas. In March, conversations were held with the Catholic Federation of Colombian Universities about the possibility of the Federation entering the Network.

• In response to an invitation from the Inter-American Centre for Teaching on Statistics (CIENES), a joint talk on the "Major Project, the objective of improving education and the PICPEMCE Network" was given on 15 April for scholarship holders from all over Latin America by the specialists Donald Lemke and Arturo Matute.

• Between 25-30 April, a Workshop on "Training educators to integrate handicapped children into normal schools in Latin America" was held in Quito, Ecuador. The participants in this workshop recommended that monitoring activities should be made part of PICPEMCE, so that training for primary school teachers incorporates guidelines on how to treat handicapped

students in normal schools.

• In April a meeting was held at the University of Costa Rica, in San José, as part of the Major Project, which was attended by the State universities and their branches in the provinces. The objective was to introduce them to the PICPEMCE Network, to establish contacts at the national level as a basis for exchange and co-operation, and to present experiences of innovative approaches which are of interest to other teacher training institutions.

• Also in April, and as a part of the activities marking Mexico's entry into PICPEMCE, a "Meeting on experiences and proposals for training basic education teachers", was organized with collaboration from the Department of Educational Research of the CINESTAV in the National Polytechnic Institute. A number of the experiences and proposals presented were extremely innovative and worthy of being publicized through the Network's channels.

**STUDY VISITS**

**COLOMBIA** (24 January - 7 February, 1987)

One of the authors of the "Practical course for introducing a curriculum adapted to local needs" visited the pilot groups carrying out this project, with the purpose of making an evaluation in the field of the impact of this distance-learning course. A great variety and wealth of information was obtained which will be taken into account in drawing up the definitive version of the course. Likewise there was found to be great interest in and need for subjects included in the curriculum to be given as distance-learning courses using participative methodologies.

The pilot groups visited are being co-ordinated by the following higher education institutions:

**Cali**: Universidad del Valle
**Pereira**: Tecnologico de Pereira
**Manizales**: Universidad de Caldas
**Armenia**: Universidad de Armenia

The author of this project also participated in a Seminar-workshop on "Forms of research and teaching for marginal areas", held in Cali between 25 January and 1 February.

**EL SALVADOR** (9 - 20 February, 1987)

Because of the conditions of emergency existing in El Salvador for many years, OREALC has systematically been providing technical support to the country. Recently this situation of emergency was exaccerbated further by the earthquake of 10 October 1986. This left a sequel of death and destruction affecting all spheres of national life, especially education. Given this situation, an advisor was sent on mission to the country to make progress in relation to the most urgent objectives of providing technical support on:

• Flexible curriculums
• Materials "using resources available to the group"
• Community education techniques.

A secondary objective was to evaluate in the field the "Practical course for introducing a curriculum adapted to local needs".

As one of the most important achievements of this mission, one might refer to the technical advice given on the implementation of a "National Security Plan to deal with possible catastrophes", the point of reference for which is the Deyse Plan carried out in educational establishments in Chile.

**CASSETTE DISCUSSION EVALUATING THE "PRACTICAL COURSE FOR INTRODUCING A CURRICULUM ADAPTED TO LOCAL NEEDS"**

In the framework of the Programme for Innovations and Change in Teacher Training to bring a Qualitative Improvement in Education (PICPEMCE), in March this year a process began to evaluate -using a system based on Cassette-Discussions- the "Practical distance-learning course for introducing a curriculum adapted to local needs" which had been run by OREALC in 1986.

This system allows the use of an intermediate technology which is appropriate for participative evaluation. It opens up possibilities for a multi-directional dialogue over a wide geographical area between the groups participating in the course, and the evaluation is in itself a highly educative

activity.

The method involves putting groups in different countries in contact with each other, by means of recorded messages. The groups record forums evaluating the course. A guideline for the evaluation sent in advance indicates the subjects to be analyzed in each forum. This allows a multiple-level dialogue to be held in which everyone has a chance to participate. The complexity of the subjects being discussed and evaluated means that each group's recording time has to be limited; the compensation for this is the profound, rich and interesting communication established between participants.

Each local group sends its recorded evaluation message to the OREALC coordinating team, and by return of post receives the guidelines for the following cassette-forum, and a recorded summary of the previous cassette-forum, which includes contributions by each of the groups.

This activity will be carried out as a series of forums to be held between May and December this year, and will involve the participation of groups from 12 countries in the Region who took the distance-learning course.

## REGIONAL INFORMATION SYSTEM OF THE MAJOR PROJECT - SIRI -

### 1. National Reports

In response to OREALC's request to Ministers of Education in the Region that national reports be presented on the development of their respective National Plans of Action, 31 Member States sent their Reports on time, basing these on guidelines drawn up by the Regional Education Office. The following is a list of the National Reports presented on the occasion of the II Meeting of the Regional Intergovernmental Committee of the Major Project (Bogotá, 24-28 March, 1987):

- **Antigua & Barbuda**. Major Project in Education in Latin America and the Caribbean. National document for the Second Meeting of the Regional Intergovernmental Committee. Ministry of Education, Culture and Youth Affairs, Antigua, September 1986.

- **Argentina.** National Report 1981-1986. II Meeting of the Intergovernmental Committee of the Major Project in the field of Education. Ministerio de Educación y Justicia. Buenos Aires, November, 1986.

- **Barbados**. Update "2 on the National Plan of Action of Barbados with respect to Unesco's Major Project for Latin America and the Caribbean. (Progress and achievement in the framework of the Major Project in the field of Education during 1985-1986). Ministry of Education and Culture, November, 1986.

- **Bolivia**. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education up to 1985. Ministerio de Educación y Cultura. La Paz, Bolivia, 1986.

- **Brasil**. Relatório Nacional sobre Avanços e Resultados Alcançados no Marco do Projeto Principal de Educação até 1985. Ministerio de Educação. Reunião do Comité Intergovernamental de Projeto Principal de Educação, para América Latina e o Caribe, Bogotá, Colombia, abril de 1987. Brasilia, MEC, dezembro de 1986.

- **British Virgin Islands** National document to be presented at the Second Meeting of the Intergovernmental Regional Committee of the Major Project in the Field of Education in Latin America and the Caribbean. Major Project in the Field of Education Proposal. Ministry of Health, Education and Welfare, 1986.

- **Colombia.** National Report of the Major Project in the field of Education. Ministerio de Educación Nacional, Bogota, April 1986.

- **Costa Rica.** Costa Rica Second Report on achievements reached in the framework of the Major Project in the field of Education up to 1985. Second Meeting of the Regional Intergovernmental Committee of the Major Project in the field of Education for Latin America and the Caribbean - Unesco. Ministe-

rio de Educación Pública, San José, Costa Rica, August 1986.

• **Cuba**. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education up to 1985. Ministerio de Educación, Ciudad de La Habana, November 1986.

• **Chile**. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education, up to 1985. Ministerio de Educación Pública. Comisión Nacional Chilena de Cooperación con la Unesco, Santiago de Chile, July 1986.

• **Dominica**. National Document to be presented at the Second Regional Inter Governmental Meeting of the Major Project in the Field of Education in Latin America and the Caribbean. Major Project Proposal. Ministry of Defense. Roseau, Commonwealth of Dominica, 1986.

• **Ecuador**. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education up to 1985. Ministerio de Educación y Cultura. Quito. August 1985.

• **El Salvador**. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education up to 1985. Regional System of Information of the Major Project of Education in El Salvador. Ministerio de Educación de El Salvador, San Salvador, August 1986.

• **Grenada**. National Report of the Major Project in the Field of Education in Latin America and the Caribbean. Ministry of Education, Youth, Sports and Culture. St. George's, Grenada, January, 1987.

• **Guatemala**. Report on Advances and Achievements reached in the framework of the Major Project in the field of Education in Guatemala up to 1985. Guatemala, August 1986.

• **Guyana**. Major Project Proposal. National Document to be presented at the Second Meeting of the Regional Inter-Governmental Meeting of the Major Project in the field of Education in Latin America and the Caribbean. Ministry of Education and Social Development. Guyana, August, 1986.

• **Haiti**. Project Majeur d' Education dans la Région de l'Amérique Latine et des Caraïbes. Plan National de Participation. Ministere de l'Education Nationale. Direction de la Planification. Port-au-Prince.

• **Honduras**. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education up to 1985. República de Honduras Secretaría de Educación Pública. Dirección General de Planeamiento y Reforma Educativa. Tegucigalpa D.C., September 1986.
- Summary of the Document. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education up to 1985 and an enlargement to 1986 and 1987. Ministerio de Educación Pública. Tegucigalpa, March 1987.

• **Jamaica**. National document for the Major Project in the Field of Education in Latin America and Caribbean. Ministry of Education, Jamaica, 1986.

• **Mexico**. Report on Advance of the Major Project in the field of Education. Mexican Case. Secretaría de Educación Pública. Subsecretaría de Planificación Educativa. November, 1986.

• **Montserrat**. The Major Project in the Field of Education in the Latin American and Caribbean Region, prepared for the Meeting of Ministers of Education from Latin America and the Caribbean. Montserrat, 1985.

• **Nicaragua**. National Document on Education, in Nicaragua in the framework of the Major Project in the field of Education (1980-1986) Ministerio de Educación, Managua, Nicaragua, January 1987.

• **Panama**. Position of the Panama Delegation, before the Second Intergovernmental Meeting of the Major Project in the field of Education for Latin America and the Caribbean. Ministerio de Educación. Panamá, March, 1987.

• **Perú**. National Report on Advances and Achievements reached in the framework of the Major Project 1982-1985. Ministerio de Educación, Oficina de Presupuesto y Planificación Educativa. Lima, August 1986.

• **República Dominicana.** Advances and Achievements of the National Plan of Action in the framework of the Major Project in the field of Education for Latin America and the Caribbean. Secretaría de Estado de Educación, Bellas Artes y Cultos. Oficina Técnica de Planificación. Santo Domingo, DN, 1981-1985.

• **St. Lucia** National document (draft) on the update of the Major Project in Education. Castries, St. Lucia. Ministry of Education and Culture, 1987.

• **St. Vincent** and the Grenadines. National Document (Vol.II) for the Major Project in Education in Latin America and the Caribbean. Ministry of Education. St. Vincent and the Grenadines. August, 1986.

• **Suriname.** Suriname Plan of Action with regard to the Major Project in the Field of Education in the Latin American and Caribbean Region. Ministry of Education Science and Culture. Republic of Suriname, 1987.

• **Trinidad & Tobago** Quantitative Achievements of the Draft Plan for Educational Development in Trinidad & Tobago. 1987.

• **Uruguay.** Work presented by the Uruguayan Delegation to the Second Meeting of the Regional Intergovernmental Committee of the Major Project in the field of Education in Latin America and the Caribbean. Unesco (PROMEDLAC/3) Ministerio de Educación y Cultura. Montevideo 1987.

• **Venezuela.** Second Meeting of the Regional Intergovernmental Committee of the Major Project in the field of Education in Latin America and the Caribbean. National Report on Advances and Achievements reached in the framework of the Major Project in the field of Education during 1985. Ministerio de Educación. Caracas, February 1987.

**II. Situation in the Region with respect to the achievement of the objectives of the Major Project.**

The document, "Achievements made by countries in meeting the objectives of the Major Project in the Field of Education in Latin America and the Caribbean in the period 1980-85", drawn up by the Regional Co-ordinating Centre of the SIRI on the basis of the National Reports sent in before 1 March 1987, gives a summary of the main activities carried out by Member States in introducing their respective Plans of Action. This document is also accompanied by a statistical appendix.

These Reports are preliminary documents which will be completed and published in the near future, once they have been revised by the National Operational Units of the SIRI.

**III. Model form on progress made by countries in achieving the objectives of the Major Project.**

A working document with new proposals for a model form on progress made by countries has been distributed after consultation between SIRI's National Operational Units, essentially in order to define a format which will facilitate the collection and processing of qualitative information on the successes achieved by Member States in attaining the specific goals of the Major Project. A new proposal for a "Statistical survey on progress by country" has been attached to this model form. It is hoped that the continual up-dating of the Model Form and the Survey by means of a computerized system, will allow the flow of information between countries to be maintained and improved, and will facilitate the Regional Inter-governmental Committee's work of monitoring activities and taking decisions on the implementation of the Regional Plan of Action.

## REGIONAL NETWORK FOR TRAINING PERSONNEL AND SPECIFIC GROUPS IN LITERACY AND ADULT EDUCATION PROGRAMMES - REDALF-

REDALF held its Second Regional Technical Meeting in Montevideo, Uruguay, between 21-24 April, 1987. Held a year after the First Regional Workshop to Strengthen REDALF (Mexico, 1986), the objective of this second meeting was to make an assessment of the situation with respect to 5 "substantive projects" which form the basis of the Network's strategy for action and which are summarized below:

- reinforcing national training capacities;

- elaboration and exchange of training materials;

- integration and development of a specialized mechanism for documentation and information which will be co-ordinated with the Regional Information System of the Major Project (SIRI);

- systematization, investigation and evaluation of innovative experiences in training personnel;

- exchange of specialized personnel and horizontal co-operation at the national and regional level.

REDALF's Second Regional Technical Meeting also drew up and approved an Operational Plan for REDALF for 1987-1989, which sets out the work that is to be carried out in the future, combining activities which have already been programmed with measures that the National Networks see as priorities. For this purpose, three operational proposals were presented and discussed: "Evaluation of regional and national measures within the framework of REDALF"; "Strategies and Mechanisms for Horizontal co-operation" (CREFAL's proposal); and the "Regional Training Plan". In these proposals methodological strategies and mechanisms for action are outlined which would make it viable to introduce new lines of action into literacy and adult education programmes in the Latin American region.

Specialists from and representatives of the following institutions participated in the meeting in Montevideo: the Directorates of Adult Education of the Ministries of Education of Panama, Venezuela, Uruguay, Honduras, Nicaragua and Cuba; the Mexican National Institute for Adult Education (INEA), the National Directorate of Compensatory and Non-School-based Education of Ecuador, the Educar Foundation from Brazil, SENALEP of Bolivia, the Colombian Universidad Pedagogica Nacional and CARCAE (non-spanish speaking countries in the Caribbean).

Along with a number of specialists who were invited specifically to act as advisors to the Meeting, the following regional-level agencies also attended: CEAAL, OEI and CREFAL.

Finally, it should be noted that three countries which have recently joined REDALF were present at the Meeting in Montevideo: Honduras, Panama and the host country, Uruguay; the latter contributed to the work of the meeting through the presence of a large number of representatives of different educational institutions in the country.

In the first part of the Meeting representatives of national Networks already in existence or in the process of formation focused their presentations on an analysis of the main experiences they had carried out in the field of literacy and adult education, and also emphasized the efforts that are being made to consolidate the National Networks as a mechanism of co-ordination between all the national institutions, and also between countries and for the Latin American region.

The panorama that comes through from the national diagnoses is very encouraging, since it shows that the infrastructure and positive conditions are being created for closer co-operation between States, NGOs and other local institutions, which could help to generate increasingly wide-ranging national responses involving development and transformations.

Finally, reference was made to the need to reorient literacy and adult education programmes in order to be able to respond to the growing problem of margi-

nality in rural areas and on the peripheries of the cities.

Returning to REDALF's Operational Plan 1987-88, this will be carried out within the framework provided by the political and programmatic guidelines drawn up in the PROMEDLAC meeting held in Bogota, Colombia in March 1987.

Another point to be brought out is that the participants in REDALF's Second Regional Technical Meeting felt that it was necessary to introduce sub-regional projects and activities, either involving countries with common borders or in relation to problems of common interest to groups of insitutions and countries.

REDALF's Operational Plan, taking these demands into account, is characterized by a significant increase in the prominence given to reciprocal co-operation between national institutions and networks with respect to the previous phase.

The 1987-88 Operational Plan sees illiterate women, adolescents and young people, and indigenous minority groups as its priority audiences, and is based on three main subjects or lines of action:

1) Literacy;

2) Post-literacy, linked with employment;

3) Adult basic education.

Furthermore, particular emphasis was put on the importance of carrying out various activities to commemorate "International Literacy Year", which would help to create awareness in the general public, in political and social forces and in governments, so as to bolster up institutional efforts to erradicate illiteracy by the year 2000.

Finally, the Meeting stressed the importance of strengthening national capacities to make statistical assessments of the state of education and literacy in each country, for the purpose of providing the institutions' educators and programmers with more effective tools.

REDALF's Operational Plan can be divided between two main headings:

1) Activities already programmed by REDALF at the regional level;

2) National, sub-regional and regional activities proposed by National Networks.

Under the first heading, the following actions have been programmed:

- Technical Meeting on Education for Indigenous Women (Guatemala);

- Workshop on participative research (Panama);

- Research on Post-literacy linked with Work (seminars, round table discussions, and other measures);

- Seminar on Post-Literacy linked with Work (Mexico);

- Round Table discussions to commemorate International Literacy Year;

- Technical Consultancy on the Evaluation of Literacy Programmes (Venezuela);

- Technical Workshop on the Preparation and Training of Teachers in Basic Education Centres(Uruguay);

- Systematization of NGO's Methodological Work in Training Literacy Personnel;

- Support for National Documentation Services;

- Pilot Project in Central America on the Training of Polyvalent Educators (Honduras, Panama);

- Sub-project on the Production of Literacy and Post-Literacy Materials in Andean Region Countries and Central America (in co-operation with the Spanish Government);

- Courses (Brazil, Ecuador, Mexico, Nicaragua).

The activities which the National Networks propose to carry out in the framework of the 1987-88 Operational Plan are summarized in the Final Report of REDALF's Second Regional Technical Meeting which will be published shortly, and these activities are being integrated into REDALF's programming.

Finally, it is important to say that the Montevideo meeting saw a significant increase in the number of institutions and countries participating in REDALF. This is not merely a sign of the positive appreciation of REDALF's role as a political mechanism for co-ordination and co-operation between Latin American countries, but it also commits the Network to improve the quality of its programmes and services.



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# OREALC PUBLICATIONS

1. Aportes para una Pedagogía de la Paz, by Esther de Zavaletta. 1986.

2. Bibliografía anotada sobre educación polivalente, by Gioia Maestro. 1986.

3. Rural-urban migration and the jamaican child, by Erna Brodber. 1986.

4. Educación de adultos en el Proyecto Principal. Bibliographical study, by Nora Schlaen. 1987.

5. Educación en poblaciones indígenas. Políticas y estrategias en América Latina, by Madeleine Zuñiga, Juan Ansión and Luis Cueva, comp. 1987.

6. Regional workshop on the elaboration of an intercultural curriculum and the preparation of teaching materials for teaching in and the teaching of the mother tongue. Buenos Aires, 13-17 October, 1986. FInal Report (in spanish).

7. Regional technical seminar on alternatives for adult basic education in the framework of the REDALF Network of the Major Project in the Field of Education for Latin America and the Caribbean. Colonia Tova, Venezuela, 29 September- -13 October, 1986. Final Paper (in spanish).

8. Second Meeting of the regional network for training, innovation and research in the fields of planning and administration for basic education and literacy programmes - -REPLAD - San José, Costa Rica, 2-7 November 1986. Final Report (in spanish).

9. Sub-regional Seminar-workshop on the validation of low-cost equipment for physical education. Cali, Colombia, 20-24 October, 1986. Final Report (in spanish).

10. Sub-regional seminar-workshop on teaching chemistry using low-cost equipment. Panama, September 1986. Final report (in spanish).

11. Bulletin of the Major Project in the Field of Education for Latin America and the Caribbean . No 10/11, December 1986. (Also published in spanish).

12. Educación y pueblos indígenas en Centroamerica. Un balance crítico. Massimo Amadio, Stefano Varese, Cesar Picon, comp. 1987.

In order that this periodic publication may reflect in as complete and [illegible] manner as possible the initiatives and activities carried out by [illegible] all the countries of the region in relation to the Major Project in the [illegible] of Education in the Latin America and Caribbean Region, pertinent [illegible] bodies are invited to send to the Unesco Regional Office for Education [illegible] Latin America and the Caribbean all information they wish to have [illegible] blished in this Bulletin.

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